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ABSTRACT

Presenting summary information on two-year postsecondary educational systems nationwide, this report describes educational structures in each state, except for South Dakota, which has no public two-year system. Chapters are divided by state, or by type of system for states with more than one system, providing comprehensive overviews of the structure, functions, and pertinent financial and enrollment data for each of the state systems of community, junior, and technical colleges. Each chapter is written, whenever possible, by the person most responsible for state-level coordination and governance of the community, junior, or technical college system in that state. For most chapters of the report, a summary of operations and mission is provided, followed by individual sections describing aspects of the history, governance structure, fiscal policies, educational programs, and enrollment. All sections conclude with an address and phone number for obtaining further information about the system. (PAA)

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FORTY-NINE STATE SYSTEMS, 1992 EDITION

TERRENCE A. TOLLEFSON
and
BEN E. FOUNTAIN
Editors

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FORTY-NINE STATE SYSTEMS, 1992 EDITION

TERRENCE A. TOLLEFSON
and
BEN E. FOUNTAIN
Editors

AMERICAN ASSOCIATION OF COMMUNITY COLLEGE
NATIONAL CENTER FOR HIGHER EDUCATION
ONE DUPONT CIRCLE, NW, SUITE 410
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To Norma Fountain, Brad Tollefson, and Michelle and Ranger Miller,
with love and appreciation.

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Preface to the 1992 Edition

The revised edition of *Community Colleges in the United States: Forty-Nine State Systems* was undertaken in recognition that community college education in the United States is changing very rapidly, not only programmatically, but also in regard to state-level governing and coordinating structures and functions. A number of readers, including Don Puyear in his review in the April/May 1990 *Community College Journal*, suggested that the 1989 edition be revised to provide current information, and we have attempted to do so. What we have discovered, however, is that state-level boards for community colleges change faster than we can keep up with them.

In the past three years many state directors of community colleges have retired or moved to other positions, some community college agencies have been abolished or consolidated, and others have acquired expanded responsibilities.

The purposes of the revised edition are to provide a brief yet comprehensive overview of the structure, functions, and pertinent financial and enrollment data of each state system of community, junior, and technical colleges in the nation, wherever possible written by the person most directly responsible for state-level coordination and governance. We received responses from 49 states for the revised edition, as opposed to 41 state responses for the first edition. We hope the information in the revised edition will be useful to scholars and practitioners in community college education.

One example of the type of analysis permitted by the first edition was our article, "A Quarter Century of Change in State-Level Coordinating Structures for Community Colleges," published in the January/March 1992 issue of the *Community/Junior College Quarterly of Research and Practice*. That article found a 25-year trend of separating state agencies for community colleges from state agencies for elementary and secondary education. The revised structures tended to be state boards and departments of community colleges, boards for universities and community colleges combined, and state boards of higher education. Recent changes in several states may signal the beginning of a reversal of that trend, but it is too early to be certain.

Once again we wish to thank the National Council of State Directors of Community and Junior Colleges and its individual members for their strong support of both the 1989 and 1992 editions. We also are grateful to the American Association of Community Colleges, and especially to David R. Pierce for his support, first as a community college state director and later as president of AACC.

Finally, we wish to acknowledge our gratitude to our colleagues in the Department of Adult and Community College Education at North Carolina State University, especially Edgar J. Boone, G.L. Cater, and Ronald W. Shearon, as well as to Bonita A. Apperson for her painstaking efforts in typing and editing the text.

Terrence A. Tollefson
Ben E. Fountain

North Carolina State University
Raleigh, North Carolina
June 1992

Preface to the 1989 Edition

This book was motivated by our experiences as state directors of community colleges in North Carolina, New Jersey, and Colorado. In addition, we were involved in other capacities in state-level coordination of public two-year community, junior, and technical colleges for many years. We were members of the National Council of State Directors of Community and Junior Colleges and served on its board of directors. In those capacities, we often needed information about governance, finance, and other community college system concerns in other states to respond to questions posed by board members, governors, state legislators, and private citizens. Such information often was not readily available in published form and could not be obtained through original research on a timely basis.

In recent years, we undertook a project to fulfill the need for one central source of information about state-level boards and departmental organizations for community college systems. The resulting book is designed to provide some of the types of information most commonly sought by persons interested in state-level community college matters, and to provide a baseline for future studies and comparisons.

The effort was designated as the National State Community College Systems Information Project. In October 1986 at a meeting of the National Council of State Directors of Community and Junior Colleges in San Diego, California, the project was described and the members of the council agreed to participate. An information request format was prepared and mailed to each state agency for community colleges or to the chief state agency for higher education. Follow-up mailings, telephone calls, and personal solicitations were made for the requested information. Interim project reports were made at the council's meetings in Dallas, Texas, in April 1987; Newport, Rhode Island, in July 1987; Las Vegas, Nevada, in April 1988; and Louisville, Kentucky, in October 1988.

Responses were received from 41 states. The response from South Dakota, while gratefully acknowledged, was not used in this edition because that state currently does not have any community colleges. The state systems of community colleges change continuously. The information reported and the position titles of the writers shown are of the time submitted.

We wish to thank the National Council of State Directors of Community and Junior Colleges and its individual members and others from the responding states for their cooperation in assembling, organizing, and interpreting voluminous documents to enable us to present basic comparative information in a coherent format for ease of reference. An early draft was sent to the respondents to ensure accuracy. We have edited the responses for consistency in format and length.

We also wish to thank Bonita Apperson, Alex Beddingfield, and Dixie Bennett for their efforts in typing, editing, and assembling the text. The support of Edgar J. Boone, head, and Ronald W. Shearon, associate head, and other colleagues on the faculty and staff of the Department of Adult and Community College Education is gratefully acknowledged. The encouragement and editorial assistance of James C. Palmer, vice president for communication, and Susan C. Reneau, marketing and publications coordinator, American Association of Community and Junior Colleges, was invaluable.

This is a first effort to compile and present such information since *Junior Colleges: 50 States/ 50 Years*, edited by Roger Yarrington, was published in 1969 by the American Association of Junior Colleges. Submissions from nonresponding states will be actively sought and welcomed for future editions. We invite suggestions from directors of state community college

systems, other community college practitioners, and scholars in the field to improve our next edition.

Ben E. Fountain
Terrence A. Tollefson

North Carolina State University
Raleigh, North Carolina
June 1989

INTRODUCTION

1992 Edition of
Forty-Nine State Systems

When AACC published *Forty-Nine State Systems* in 1989, one of the most comprehensive collections of information on the nation's two-year college systems was added to the field's literature. Authors Ben Fountain and Terry Tollefson did an outstanding job of gathering data from around the country and organizing it into an extensive compilation.

In the rapidly growing community college world, however, nothing stands still for very long. State systems reorganize, merge, divide, expand, and change funding formulas. Any complete picture of the nation's community colleges must be updated periodically.

AACC is proud to present the 1992 edition of *Forty-Nine State Systems*. Tollefson and Fountain and their associates have compiled the latest developments and changes to bring the book up to date. New enrollment numbers, new financial data, and governance changes are included in the 1992 edition.

The book offers a wealth of information for the state director, college president, adminsitrator, researcher, and historian. *Forty-Nine State Systems* is a handy reference that can be used in several ways: readers will find a concise yet thorough description of their state system, they will be able to compare their state to others, and they will gain an understanding of the national community college movement as a whole.

By organizing each chapter into sections on history, governance, funding, enrollment, and programs, the authors have created a backdrop for analyzing the contemporary community college movement. Striking common patterns emerge: each state is committed to making education accessible for all its citizens, to training the nation's work force, to providing the first two years of a baccalaureate degree, to structuring funding formulas that will keep tuition as low as possible, and to maintaining a governance system that is responsive at the local as well as state level.

Yet in addition to these common threads, individual motifs stand out in each chapter. Even a cursory reading of a few states' histories will reveal the unique circumstances and events that led to the development of community college systems. Funding formulas and program offerings also differ state by state, depending on the state's needs and priorities. The nation's community colleges are rich in variety and diversity.

We are often called on by various groups to tell our story or justify our existence. Armed with this extensive resource, we are all better able to describe how our individual campuses, colleges, and state systems figure in the national community college movement. We are indebted to Terry Tollefson and Ben Fountain for pulling these details together in one volume, and to the state directors and officers who contributed chapters and data.

David R. Pierce

American Association of
Community Colleges
Washington, DC
October 1992

INTRODUCTION

1989 Edition of
Community Colleges in the United States: Forty-Nine State Systems

Sociologists and anthropologists have long held that society requires its social institutions to meet the requirements and needs of society throughout evolution. When existent social institutions either cannot or will not respond to those needs, society will create a new institution that will. The social institution we call the community college has evolved from grassroots demands of local publics. The sponsorship varied, depending upon the state, from school districts and other local taxing entities to state sponsorship and even university system sponsorship in a few cases. As a result, the community college is different when examined from the state system perspective, while also very similar when examined from an institutional mission or purpose perspective.

Failure to acknowledge and understand the historical and programmatic differences among state two-year college systems (even their names vary radically; i.e., community colleges, technical colleges, junior colleges, technical institutes, or just plain colleges) contributes to misinterpretation and misuse of data related to programs, enrollments, graduation rates, and other quantified measures reported as national norms by the national press and media as well as professional publications. Articulation data, either used for national averages or for comparing one state with another, which do not include a description of the individual state and its governance policies among and between the various sectors is misleading at best. For example, Florida's community college system produces 60 percent of the upper-division baccalaureate graduating classes of the state's public universities, a startling statistic when compared with most other state systems. In order to understand that statistic, however, one must study Florida's policies and programs that reflect the unique priorities and policies of that state.

Serving on the board of directors of the American Association of Community and Junior Colleges for the past three years has verified a paradox which I believe is seldom acknowledged or understood. This national organization seeks to represent and promote two-year colleges in their role nationally. There are literally thousands of individuals who work as part of this movement of providing student access to quality postsecondary education programs which address the nation's human resource and economic development needs. Laudable as the overall goal might be, such national endeavor appears to fall short because of lack of solidarity in thought and action as a single voice or movement.

The reality, of course, is the unique individuality of each state's community college system. Actually, there are 49 unique systems (or non-systems, in some cases) represented throughout the nation. It is not surprising that such is the case for a social institution that has as its primary purpose being community-based. Therefore, to understand any national movement is to understand each individual state system of two-year colleges. And to compare one state with another similarly requires such understanding.

Community Colleges in the United States: Forty-Nine State Systems serves a most useful purpose for those concerned with either national or state-level policy making or program development. It represents a compendium of the history, governance, funding, programs, and enrollments for each of the states having public two-year colleges. In many ways the book verifies the subtlety that the community college movement mirrors the federative nature of our 50 states in forming the United States of America. The spirit of unity of purpose at the national level, while preserving and championing local determination, is more accurately and completely reflected in the community college than in any other educational institution. The ethic

inherent in this is well worth preserving.

The readership of this book should be broad and extensive. Educational and public policy makers will find it a valuable source for comparative analysis, whether from the perspective of geographic, economic, socio-political, or educational characteristics. Lay persons serving as trustees for two-year colleges at the state or local level will find the book to be a gold mine for acquiring an orientation to the unique culture of the community-based institution, regardless of the name used in that particular state. Two-year college administrators and faculty should also find the book valuable as a frame of reference for planning and programming. And we in the professoriate will find *Community Colleges in the United States: Forty-Nine State Systems* to be a source book for our students as well as our research.

Ben Fountain and Terrence Tollefson are ideally qualified to undertake the monumental endeavor represented by this book. Each has served as a state director of two-year colleges, one in North Carolina, and the other in the states of New Jersey and Colorado. They have known the problem of lack of information or the existence of misinformation on community college systems when working with state legislators, governors, executive staffs, local officials, and the general public. Their credibility as state directors resulted in cooperation and assistance from state agencies that otherwise would have been hard to obtain. Their expertise in the two-year college field has made it possible for them to assemble, interpret, and organize diverse and voluminous information sources to present a basic comparative and coherent format of useful information.

Louis W. Bender

Florida State University
Tallahassee, Florida
June 1989

ALABAMA

by
CHARLES L. PAYNE
Former Chancellor, the Alabama College System

Revised by
FRED GAINOUS
Chancellor, the Alabama College System

SUMMARY

The Alabama College System is composed of 38 community, junior, and technical colleges; an industrial training institute; and an upper-division college. The mission of the system is to assure all Alabamians a continuing opportunity for the development of knowledge and skills through quality programs and services that are affordable and accessible.

To accomplish the mission, the Alabama College System has established the following goals:

- *An Open-Door Admission Policy*, which insures educational opportunities for Alabamians from all racial, sexual, ethnic, and social groups.
- *General Education* at the freshman and sophomore levels of undergraduate education, which prepares the students who may wish to transfer to or continue their education at baccalaureate institutions.
- *Technical, Vocational, and Career Education* programs, which prepare the students for employment in occupational fields and that lead to certificates, diplomas, and/ or associate degrees.
- *Industrial Development Training*, which meets the specific educational needs of businesses, industries, community organizations, and governmental agencies.
- *An Upper-Division Academic Program*, which provides a baccalaureate opportunity for the students of the postsecondary system.
- *Developmental Education*, which assists individuals who need to improvetheir basic learning skills to make satisfactory progress toward their educational objectives and supports those individuals lacking college preparatory backgrounds in overcoming their educational deficiencies.
- *Student Services and Activities*, which assist individuals to formulate and achieve career, educational, and personal goals through counseling and academic advising services and through opportunities to participate in vocational, social, cultural, and recreational activities.
- *Personnel* who are provided professional growth and development opportunities to help assure a commitment to teaching and service, the qualifications needed to provide quality postsecondary education, and an orientation to community growth, development and quality of life.

- *Affordable and Accessible Education*, which is made available by low tuition and financial assistance as well as geographically dispersed, accessible locations.

- *Community Services*, which support personal growth, cultural enrichment, and recreation; provide access to college facilities for community activities; and promote community, social, and economic well-being.

HISTORY

Alabama's two-year college system was formed in May 1963, through Act Nos. 92, 93, and 94 of the state legislature. The system was created largely through the leadership of Gov. George C. Wallace, the father of Alabama two-year colleges, who wanted to enhance the quality of life in Alabama by making postsecondary education accessible, affordable, and responsive to the unique needs of individuals.

Prior to 1982, the State Department of Education, under the Alabama State Board of Education, oversaw the administration of the system of two-year colleges. The director of the Division of Postsecondary Education Services, whose primary responsibility was the management of these colleges, reported to the state superintendent of education.

On May 4, 1982, the Alabama legislature enacted Act No. 82-486, which created the Department of Postsecondary Education and made it responsible to the State Board of Education. The department, whose chief executive officer is the chancellor, is responsible for the direction and supervision of the community, junior, and technical colleges and for Athens State College.

Dr. Howard Gundy served as chancellor from July 1982 until his resignation in October 1983. In December 1983, Dr. Charles L. Payne became chancellor . Dr. Fred Gainous is the current chancellor.

Today, Alabama's 38 community, junior, and technical colleges and one upper-division college (Athens State College) offer top-notch educational programs that are vital to the future of all Alabamians.

Community Colleges

In 1973 three technical colleges and two junior colleges were designated as community colleges with both technical and junior college divisions: George C. Wallace State Community College, Hanceville; Theodore A. Lawson State Community College, Birmingham; John C. Calhoun State Community College, Decatur; George C. Wallace State Community College, Dothan; and George Corley Wallace State Community College, Selma. Brewer State Junior College in Tuscaloosa and Shelton State Technical College were combined to form Shelton State Community College in January 1979; and Alabama Technical College, Gadsden State Junior College, and Gadsden State Technical Institute were combined to form Gadsden State Community College in 1985. There are seven community colleges in Alabama.

Junior Colleges

As early as 1958, the Committee on Higher Education of the Alabama Education Commission recommended a system of junior colleges in Alabama. But it was not until May 1963 that the state junior college system was actually established through Act Nos. 92, 93, and 94.

Act No. 92 provided for $15 million in bond money for construction, and Act No. 93 established the Alabama Trade School and Junior College Authority. Under Act No. 94, the

State Board of Education assumed management and control of junior colleges and trade schools.

On October 29, 1963, Northwest Alabama Junior College was brought under control of the State Board of Education, making it the first state junior college in operation.

The board approved the following junior colleges as state institutions on November 2, 1965: Alexander City State Junior College, Williams Lowndes Yancey State Junior College (now Faulkner State Junior College), Jefferson Davis State Junior College, John C. Calhoun State Technical Junior College (now Calhoun State Community College), George C. Wallace State Technical Junior College (now Wallace State Community College, Dothan), Enterprise State Junior College, Jefferson State Junior College, Patrick Henry State Junior College, Northwest Alabama State Junior College, Northeast Alabama State Junior College, Southern Union State Junior College, Wenonah State Technical Junior College (now Lawson State Community College), and Mobile State Junior College (now Bishop State Junior College).

Technical Colleges

The first state-operated trade school, the Alabama School of Trades, opened in Gadsden on September 14, 1925. Thirty-five students enrolled in four courses: printing, electricity, brick laying, and cabinet making.

On October 9, 1947 the Alabama legislature passed the Regional Vocational and Trade Shop *Act No. 673*, which approved the creation of five regional trade schools: George C. Wallace State Trade School, Dothan, 1949 (now George C. Wallace State Community College); Wenonah State Technical Institute, Birmingham, 1949 (now Lawson State Community College); Tennessee Valley State Technical School, Decatur, 1947 (now John C. Calhoun State Community College); Shelton State Technical Institute, Tuscaloosa, 1951 (now Shelton State Community College); and Southwest State Technical Institute, Mobile, 1953 (now Southwest State Technical College).

By the early 1960s more areas were responding to increased demands for skill training. Alabama Aviation and Technical College of Ozark, Gadsden State Technical Institute, and Carver State Technical Institute (now Carver State Technical College) in Mobile were established in 1960, and John M. Patterson State Vocational Technical School (now John M. Patterson State Technical College) opened in 1961.

During the 1963 legislative session, a record appropriation for education and a special tax providing for a network of technical schools throughout the state were approved (*Act Nos. 92, 93,* and *94*). In 1973, many of these schools became technical colleges and began offering associate in applied technology degrees. Today there are 20 technical colleges in Alabama.

Athens State College

Athens State College is both the oldest and the youngest institution of higher education in Alabama's state educational system. The college was founded in 1822 by local citizens who purchased five acres of land, erected a building, and began Athens Female Academy. Ownership of the school was transferred in 1842 to the Tennessee Conference of the Methodist Church. With the birth of the North Alabama Conference of the Methodist Church in 1870, the college came under the jurisdiction of that body.

In May 1974 the board of trustees voted to request from the North Alabama Conference of the United Methodist Church that the college seek affiliation with the state of Alabama. At its annual meeting in June 1974, the conference gave the board of trustees this permission and authorized the transfer of the college to the state of Alabama.

In June 1975 the college was accepted by the Alabama State Board of Education, subject to

the appropriation of operating funds by the Alabama legislature. Later that year, the legislature appropriated funds for the operation of the college to serve the graduates of state junior, community, and technical colleges/institutes.

GOVERNANCE

The Alabama State Board of Education is composed of the governor, who serves as president, and eight other members who are elected from districts across the state. One of the eight members is elected by the board membership as vice president at the board's annual July meeting.

Board members serve for four-year terms. They are qualified electors of the state of Alabama, and each member shall be a qualified elector in the district represented. No person who is an employee of the board who is or has been engaged as a professional educator within five years preceding the date of the election is eligible for membership on the board.

Board meetings may be held as the needs of public education may require, on dates to be set by the board in official session, by the president or by the state superintendent of education or chancellor on written request of a majority of the board members.

The Alabama State Board of Education, upon recommendation of the chancellor, is authorized to perform the following functions related to the 38 community, junior, and technical colleges and Athens State College: make rules and regulations for the governance of each college; prescribe the courses of study to be offered and the conditions for granting certificates, diplomas, and/or degrees; appoint the president, who is to serve at the pleasure of the board; direct and supervise the expenditure of legislative appropriations of each college; prescribe qualifications for faculty and establish a salary schedule and tenure requirements for faculty at each college; accept gifts, donations, and devises and bequests of money and real and personal property for the benefit of the system or any one of the colleges; and disseminate information concerning, and promote interest in, the system among the citizens of Alabama.

The State Board of Education is authorized to appoint a chancellor for the purpose of assisting the board in carrying out its authority for each of the two-year colleges. The board delegates to the chancellor the authority to act and make decisions concerning the management and operation of the system. The chancellor also acts as the chief executive officer of the Department of Postsecondary Education.

As chief executive officer of the community, junior, and technical colleges and Athens State College, the chancellor is authorized to perform the following functions: execute, enforce, and interpret the rules and regulations of the board governing the colleges; administer the office of the chancellor and appoint to positions of employment such professional, clerical, and other assistants on a full- or part-time basis as may be needed to assist the chancellor in performing the duties of the office; have the authority to take any and all actions necessary and proper to administer policies, rules, and regulations of the board in carrying out its responsibility for the management and operation of the college; prepare and submit for approval and adoption an annual report to the board on the activities of the Department of Postsecondary Education; prepare and submit for approval by the board a budget for each quadrennium, or other period as may be fixed by the Department of Finance or other authorized body; and prepare and submit for approval and adoption by the board the legislative matters that are needed for the further development and improvement of the colleges.

FISCAL

The primary funding sources in fiscal year 1991-92 for the system and the percent of total

revenue from each source are listed as follows:

Community, Junior, & Technical Colleges

State Appropriations	52%
Tuition and Fees	22%
Auxiliary Revenue	5%
Federal Funds	16%
Other	5%

Each junior college receives a $200,000 base; technical colleges, $275,000. Health credit hours are funded on an average-cost basis in the community and junior colleges, and credit hours other than health account for the distribution of the remaining funds.

Two high-cost programs (registered nursing and aviation) are weighted in the technical colleges. Full-time equivalency accounts for the distribution of the remaining funds.

Tuition and fees range from $19 to $26 per quarter credit hour for in-state students and from $32 to $42 per quarter credit hour for out-of-state students.

PROGRAMS

New program requests must be independently reviewed and approved by both the chancellor and the Alabama Commission on Higher Education.

The Alabama College System provides the first two years of the university transfer program as well as a full range of occupational, technical, and vocational programs. Special programs for industry training, personal enrichment, and continuing education are provided as needed. The system also includes Alabama's only upper-division state institution as well as the state's JTPA-funded programs. The colleges are the exclusive deliverers of educational services to the adults in Alabama's correctional centers. All colleges are accredited by the regional accrediting agency, and many programs are accredited by appropriate national agencies.

Community and junior colleges offer the associate in arts and the associate in science degrees as university transfer programs. The general education core requirements of these degrees exceed national norms. These institutions also offer the associate in applied science (AAS) degrees for occupational fields. The general education requirements for the AAS were recently increased to exceed the 25 percent standard of the regional accrediting agency.

Technical colleges award the associate in applied technology (AAT) degree. The AAT degree requires that at least 35 percent of all credit hours be in general education. Community and technical colleges offer diplomas in many technical fields, and all colleges are authorized to award certificates.

All associate degree programs range from 96 to 128 quarter credit hours.

ENROLLMENT

One full-time equivalency in the junior college equates to 15 credit hours. The term credit hour actually represents a quarter hour of credit. One full-time equivalency in the technical college equates to 30 contact hours.

Due to a manual record-keeping system, no historical patterns by program are available.

Overall fall enrollment in the Alabama College System has grown dramatically, from 9,487 students in 1965 to 90,031 in 1991.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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ALASKA

by
NANNE MYERS
Assistant Vice President for Academic Affairs

SUMMARY

The University of Alaska is the state's system of higher education. It is composed of four institutions, separately accredited by the Northwest Association of Schools and Colleges: the University of Alaska-Anchorage, the University of Alaska-Fairbanks, the University of Alaska-Southeast, and Prince William Sound Community College. Each has an open admissions policy and a commitment to developmental education for the underprepared. All carry out the mission and goals of community colleges to provide academic preparation for transfer to baccalaureate programs, vocational and technical education, career preparation, and community service programs. The three universities also provide baccalaureate and graduate programs. Each seeks to provide articulation between associate and baccalaureate programs in appropriate fields. Because of the diverse population in the state and the difficulty in traveling, the university system seeks to offer programs throughout the state appropriate to each locality. A full range of programs is offered on the main campuses of each university, located respectively in Anchorage, Fairbanks, and Juneau. Nine branch campuses and numerous education centers in rural Alaska offer certificate, associate degree, extension, and community service programs and courses, plus a limited number of upper-division baccalaureate and graduate programs.

HISTORY

The Alaska Agricultural College and School of Mines was established in 1917 in Fairbanks to pursue the land-grant mission of instruction, research, and extension. It was renamed the University of Alaska in 1935. The history of the University of Alaska differs from that of most state university systems, due in large part to the state's long territorial status and lack of a broad agricultural base.

The establishment of community colleges and their incorporation into the University of Alaska system began in the 1950s: Anchorage Community College was established in Anchorage in 1954; Ketchikan Community College in Ketchikan, 1954; Juneau-Douglas Community College in Juneau, 1956; Matanuska-Susitna Community College in Palmer, 1957; Islands Community College in Sitka, 1962; Kenai Peninsula Community College in Soldotna, 1964; Kodiak Community College in Kodiak, 1968; Kuskokwim Community College in Bethel, 1972; Tanana Valley Community College in Fairbanks, 1974; Northwest Community College in Nome, 1975; Prince William Sound Community College in Valdez, 1978; and Chukchi Community College in Kotzebue, 1978. (In some instances these are not the original names.)

The University of Alaska-Anchorage was established in 1977, and in 1980 the Southeastern Senior College and Juneau-Douglas Community College were merged into the University of Alaska-Juneau. Each university and community college was required to seek separate accreditation. A Rural Education division was also created to provide distance-delivered courses and on-site instruction in areas not served by the community colleges. By 1982 the university's administrative structure was decentralized, and chancellors were appointed to

the University of Alaska-Anchorage; University of Alaska-Fairbanks; University of Alaska-Juneau; and the division of Community Colleges, Rural Education, and Extension (CCREE). A chancellor was also appointed to Anchorage Community College, which was given independent administrative status at that time. In 1986, the University of Alaska-Fairbanks and the North Slope Borough formed an institution now called Arctic Sivunmum Ilisagvic College in Barrow, which offers college-level transfer and vocational programs.

In July 1987, responding to the largest decrease in funding experienced by an institution of higher learning in the nation in the last 40 years, the Board of Regents restructured the university system. The restructuring was guided by the following principles:

- Maintenance of academic programs would take priority over administration
- Missions and functions of the community colleges and university centers would be preserved
- Programs and services would be continued in all sites currently served through community colleges and rural education centers
- Programs that had specific and immediate links to the state's economic recovery and development would be organized in a more coherent and efficient manner
- Local citizen input regarding curriculum and program emphasis would be maintained

As a result of restructuring, 13 of the 14 separately accredited University of Alaska institutions were consolidated into three accredited, multicampus universities. The exception was Prince William Sound Community College, which remained a separate entity due to a substantial commitment of funds from the local community. The community colleges became branch campuses of the university within each region, which in turn became the main campus and administrative center of the three new extended universities. Thus, the University of Alaska-Anchorage and the community colleges in Anchorage, Soldotna, Kodiak, and Palmer became the University of Alaska-Anchorage. The University of Alaska-Fairbanks and the community colleges in Bethel, Fairbanks, Kotzebue, and Nome became the University of Alaska-Fairbanks. Likewise, the University of Alaska-Juneau and the community colleges in Ketchikan and Sitka became the University of Alaska-Southeast.

Fisheries, statewide service programs, international business, health sciences, delivery to rural areas, and vocational education programs received particular organizational attention to promote their effectiveness. The Rural College was formed to provide for most of the delivery to rural areas in the University of Alaska-Fairbanks service area; it included the three former rural community colleges. The Cooperative Extension Service, which offers practical advice and noncredit instruction to adults and youth statewide, became part of the University of Alaska-Fairbanks. All fisheries and ocean science programs, including the statewide Marine Advisory Program and the Fishery Industrial Technology Center in Kodiak (both formally under CCREE), which provide technical assistance regarding all facets of fisheries, were also assigned to the University of Alaska-Fairbanks. Similarly, the Mining and Petroleum Training Service (also formally under CCREE), which addresses the needs of the mining and petroleum industries, became part of the University of Alaska-Anchorage.

GOVERNANCE

State constitutional authority for the governance of the University of Alaska resides in a board of 11 regents, one of whom must be a full-time student. The regents are appointed by the governor to eight-year terms (the student regent's term is two years). Appointment is subject to confirmation by a majority of the members of the legislature. The board meets approximately seven times a year to formulate policy dealing with all matters of the university, which include approving the addition and deletion of degree and certificate programs and the preparation of a budget for submission to the governor and legislature. The board appoints the president of the university system, who serves as the executive officer of the board. (The chancellors of each of the three universities report to the system president; the president of Prince William Sound Community College reports to the chancellor of the University of Alaska-Anchorage.)

FISCAL

By far the greatest share of funding support comes from state appropriation; other sources include federal receipts; intra-agency receipts from elsewhere in the system for services provided; interest income; dormitory, food, and auxiliary services; student tuition and fees; indirect cost recovery; and university receipts, which include city/borough appropriations. Prince William Sound Community College maintained its community college status because of substantial community support, which in FY91 was 21 percent of the total authorized budget of $2,784,700. The state appropriation was 56 percent, while student tuition and fees comprised 5 percent of the total. (The other 18 percent of revenues came primarily from auxiliary services, indirect cost recovery, and miscellaneous university receipts.) No formulas or other funding methods are in effect at this time. This college is one of the smallest institutions in the system; expenditures in support of the community college mission can be much higher in other localities, and the percentage sources of revenue will vary considerably. The accounting system, however, does not permit a ready description of the support of activity typical of community colleges at those institutions that also provide baccalaureate and graduate programs.

For the fall semester of 1991 resident tuition for lower-division coursework was $50 per credit hour at the Anchorage, Fairbanks, and Juneau campuses. At all other campuses (in more rural areas) resident tuition was $43. Students taking 13 credit hours or above pay a consolidated fee of $650 or $559, respectively, regardless of the number of credit hours taken. Nonresident tuition is $150, with a consolidated fee of $1,950. For fall 1992, at all campuses, resident rates will increase to $55 per credit hour and nonresident rates to $165. The consolidated fee becomes effective at 12 credits or more: $660 and $1,980, respectively. As a matter of policy a tuition differential had been maintained between rural campuses delivering primarily lower-level coursework and the urban centers in part to make schooling more readily available to populations in areas without a solid economic base. This differential will be abandoned in recognition of the higher costs of delivery in rural areas. However, to maintain access despite ability to pay, the Board of Regents has authorized the award of a greater number of tuition waivers at the rural campuses.

PROGRAMS

Programs and courses offered include college transfer; vocational, technical and

career training; adult continuing education; continuing education unit classes; developmental education; industry-related training; job training partnership programs; adult basic education and high school equivalency; plus other remedial coursework as needed. All programs for which degrees and certificates are transcribed are approved by the Board of Regents after systemwide review by the chief academic officers and approval by the president. Requirements for these degrees and certificates include a general education component, major requirements, electives (generally), and residency requirements. Institutions participating in the Army's Servicemembers Opportunity College agreements waive residency requirements accordingly. Most programs meet the standards of professional accrediting or licensing boards. The associate of arts and the various associate of applied science degrees each require a minimum of 60 semester credit hours. Certificate program requirements range from 13 to 79 semester credit hours. Other training programs are provided as needed regionally, and may award a (nontranscribable) certificate of completion or some other indication of achievement.

ENROLLMENT

Because of the restructuring of the university and of its databases, it is not possible to provide data exclusively pertinent to the recent history of the community college mission. Community college enrollment peaked in the fall of 1985 at a total of 7,344 FTE*: 3,007 FTE in vocational/technical courses and 4,337 FTE in general education courses. These enrollments dropped during the restructuring process. Overall, lower-level course enrollment and enrollment of nondegree-seeking students and undeclared majors has risen steadily since restructuring, but these statistics include baccalaureate students. The number of degrees and certificates awarded in the University of Alaska system has decreased in all categories from a peak around 1987, with the exception of baccalaureate degrees, the number of which has steadily increased to date. Disregarding the peak years, however, the number of associate of applied science degrees awarded has risen from 257 in FY83 to 313 in FY90, and the number of certificates from 116 to 129, while the number of associate of arts degrees awarded decreased from 411 to 285. Part of this decrease can be attributed to phasing out the award of the associate of arts degrees in various majors in the 1980s and only offering a general associate of arts program designed to be either a terminal degree with a subject matter emphasis or a transfer degree. The award of this degree rose from 43 in FY83 to 285 in FY90.

*Full time equivalency (FTE) is calculated on the basis of a full-time course load of 15 semester credit hours.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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ARIZONA

by
WAYNE M. McGRATH
Executive Director, Community Colleges of Arizona

SUMMARY

The State Board of Directors for Community Colleges of Arizona oversees a system composed of 10 community college districts with 16 colleges, three skill centers, one educational center, and 30 campuses.

The objectives of each community college within the system have been delineated by the state board as follows:

- Offer the first two years of baccalaureate-parallel or preprofessional courses of the highest quality
- Provide occupational programs in technical, vocational, and paraprofessional fields
- Provide appropriate general education for all citizens
- Offer programs in continuing education
- Provide sound academic and occupational counseling, including job placement services
- Provide cultural and community service programs for the enrichment of the community

HISTORY

Two community colleges have existed in Arizona since the 1920s, and in fact, one, Eastern Arizona College, actually began as a private, church-related institution in the late 1880s. Another, Phoenix College, began in 1920 as part of the Phoenix Union High School district.

In 1960 enabling legislation was enacted creating the state community college system. Eastern Arizona College and Phoenix College became its initial members in 1962. A summary of each district's entrance into the system follows:

1962 - Graham District (Eastern Arizona College)
Maricopa District (Phoenix College)
Cochise District (Cochise College)
Yuma District (Arizona Western College)
1966 - Pinal District (Central Arizona College)
Pima District (Pima Community College)
Yavapai District (Yavapai Community College)
1972 - Navajo District (Northland Pioneer College)
1973 - Mohave District (Mohave Community College)
1990 - Coconino District

Key leaders involved in the origination and development of the community college system were State Sen. E. Blodwin Thode, who sponsored the enabling legislation; Gov. Paul Fannin; and State Representatives Arthur B. Schellenberg, Thomas M. Knoles, Jr., and Polly Rosenbaum. Other influential leaders of that era included President Paul E. Guitteau of Eastern Arizona College, State Sen. John Mickelson of Graham County, Executive Director John F. Prince (the first full-time executive director of the state board), and President Robert J. Hannelly of Phoenix College.

GOVERNANCE

Governance in the Arizona community college system is a shared system between the state and locally elected district boards. The state board owns all real property in the system and approves any acquisitions or alterations. It also determines the locations of college campuses. In addition it has authority to approve curricula, certify staff, fix tuitions and fees, set admission standards, authorize revenue bonds, and with the auditor general, establish a uniform accounting system. The state board, in conjunction with the Arizona State Board for Vocational Education, also oversees vocational standards, planning, and follow-up and sets funding priorities.

The executive director is the chief executive officer of the state board. Currently the state office includes 15 full-time staff members.

Local boards maintain the college; enforce the courses of study; determine salaries and employ or remove staff when warranted; award degrees, certificates, and diplomas; adopt annual budgets; and direct respective boards of supervisors to levy property taxes.

FISCAL

Funding and expenditures for Arizona's community colleges come from the following sources and for the following purposes:

1989/90 Fiscal Year Funding		1989/90 Fiscal Year Expenditures	
District property taxes	46% ($165,296,100)	General Fund	82% ($246,649,082)
State aid	20% ($ 72,220,537)	Plant Fund	11% ($ 33,676,292)
Tuition & fees	12% ($ 42,858,966)	Debt & Bond	4% ($ 12,700,327)
Cash balances	13% ($ 46,942,543)	Debt & Bond Interest	3% ($ 7,478,306)
Other	9% ($ 32,621,652).		

Tuitions and fee charges for the 1989/90 fiscal year ranged from $6 per credit hour to $24 per credit hour.

Allocation of state aid is based on a full-time-student equivalency (FTSE) formula. A basic amount is allocated for each FTSE with additional allocations for each vocational FTSE. Capital outlay state aid is also based on regular FTSE with districts of 5,000 or more FTSE receiving one amount and those with 4,999 or less FTSE another. In 1989/90 these were as follows:

Operational State Aid - Per FTSE	
Regular FTSE	
First 2,500	$1,647
2,500 - 5,000	$1,150
5,001 +	$ 815

Vocational FTSE	
First 2,500	$ 664
2,500 - 5,000	$ 456
5,001 +	$ 321

Capital Outlay State Aid - Per Regular FTSE	
1-5,000 FTSE	$ 198
5,000 + FTSE	$ 151

Fall 1989 headcount enrollment in credit courses was 150,254. FTSE, computed by dividing all credits achieved annually by 30, was 69,384 in 1989/90.

PROGRAMS

In Arizona, the law (A.R.S. 15-1425(6)) requires that the state community college board "establish curriculums and designate courses at the several institutions which in its judgment will best serve the interests of this state."

The two major program areas in the Arizona community college system are academic transfer and occupational. In 1989-90 vocational FTSE comprised over 31 percent of the total FTSE. Short-term open-entry, open-exit, and summer FTSE accounted for 10,744 of the total FTSE of 69,384.

In fall 1989 some 4,802 incarcerated felons were enrolled in courses offered by the community colleges, and in spring 1990 there were 5,100.

Students enrolled in credit courses on Indian reservations amounted to 1,447 in fall 1989 and 1,441 in spring 1990.

In fall 1989, 37,951 students were enrolled in off-campus programs in 336 different locations, while in spring 1990, 39,738 students were enrolled in 375 different locations.

In June 1990, 2,017 academic degrees were awarded; 2,169 occupational degrees awarded; and 409 other types of degrees were awarded in the Arizona community colleges. In addition, 2,810 certificates were awarded as follows: 1-15 hours (679), 16-30 hours (1,006), 31-45 hours (1,095) and 46 hours and over (30).

ENROLLMENT

During the 1989-90 academic year 150,254 students enrolled in the fall in credit courses. This equated to 69,384 FTSE (one FTSE equals 30 credit hours). In addition, over 39,000 students were also enrolled in noncredit classes during 1989-90. Headcount enrollments by age in the fall of 1989-90 were: 21 percent below 20; 21 percent between 20 and 24 years; 15 percent between 25 and 29 years; 22 percent between 30 and 39 years; 12 percent between 40 and 49 years; and the remaining 9 percent over the age of 50.

In 1989-90, 56 percent of the students were women, and approximately 80 percent were part-time. In the fall of 1989, 89 percent were resident students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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ARKANSAS

by
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Former Deputy Director, Arkansas Department of Higher Education

Revised by
JOHN McKAY
Deputy Director, Arkansas Department of Higher Education

SUMMARY

Arkansas has nine community colleges, three two-year branches of universities, and 11 universities. The nine community colleges are operated by locally elected trustees from the community college districts, which have voted millages to provide facilities. The community colleges have been created over a long period of time, with two created in the 1960s, four in the 1970s, two in the 1980s, and the last in 1992. Two of the last three have been created by mergers of a university branch and a vocational-technical school. All offer transfer, occupational, and community service programs, with four considered truly comprehensive institutions. They range in size from 600 students to over 5,500 students, most with 1,500 to 2,000 students.

The two branch campuses are very similar to a community college, with both offering a full range of programs. They are governed by the university board. The chief executive officer (chancellor) reports to the university president.

The technical colleges were created in 1991 by legislation that changed 14 former vocational-technical schools to institutions of higher education. Three have merged with exiting institutions; the 11 remaining are technical colleges. Each is governed by a seven-member board appointed by the governor and confirmed by the senate. They do not have taxing districts but can establish a local sales tax with the approval of the voters of a city or county. The technical colleges will provide the same range of courses and programs as a comprehensive community college when programs and facilities are upgraded to higher education standards. All are small, with headcount enrollments of 150 to 650, but each has potential for tremendous growth.

HISTORY

Arkansas produced several early leaders in the junior and community college movement, including Doak Campbell, Clyde Colvert, and James Reynolds, who contributed significantly to the American Association of Community and Junior Colleges and the popularization of the movement. Several Arkansas communities had junior colleges that developed within public elementary and secondary school systems. This development was dramatically reversed by an early 1950s court decision that invalidated public school funds spent on collegiate instruction, and the then existing institutions became private or discontinued operations. The redevelopment of community colleges began in the mid-1960s and led to the adoption of a constitutional amendment in 1964. Westark Community College, which has existed since 1928 as a public or a private institution, and Phillips County Community College, which had local districts created in 1965, both claim to be the state's oldest institution.

With strong leadership from Dr. Shelby Breedlove (WCC), Dr. John Easley (PCCC), Sen. Clarence Bell, Gov. Dale Bumpers, and Dr. Olin Cook (ADHE), 1973 legislation was passed,

providing more state support and requiring lower local millage for community colleges. Five new community colleges resulted: Garland County Community College (1973), East Arkansas Community College (1973), North Arkansas Community College (1973), Mississippi County Community College (1974), and Rich Mountain Community College (1983). The last two colleges were NorthWest Arkansas Community College (1989) and South Arkansas Community College (1992).

The development of the branch campus institutions can also be traced to the development of the community colleges in the 1920s. While Arkansas State University-Beebe was created in 1926, two new branches were created as a part of Southern Arkansas University in 1975. The Tech Branch at Camden was created by the conversion of a postsecondary technical school, and the branch at El Dorado was a new institution. The latter was merged with Oil Belt Technical College in 1992 to create the state's newest college, South Arkansas Community College.

The primary motivation for the creation of these institutions was to provide access to higher education in areas not well served by existing colleges and universities. Each has succeeded in helping the state increase its college-going rate from 38.2 percent in 1982 to 51.6 percent in 1991.

While the college enrollment rate has increased significantly over the past several years, there were many parts of the state still underserved by higher education. To further improve access to these areas and to increase the level of technical education needed for future economic development, the legislature in 1991 created the technical colleges. While three of the new colleges are located in the cities of Little Rock, Pine Bluff, and West Memphis, the remaining institutions are all in small towns.

GOVERNANCE

At the state level, Arkansas has a single coordinating agency and board, the Arkansas Department of Higher Education and the State Board of Higher Education. This agency and board deals with all state institutions of higher education. The state board is composed of 13 lay members appointed for 10-year terms. It selects its own officers and nominates the director of the Arkansas Department of Higher Education, who is confirmed by the governor. The state board meets regularly once each quarter and has special meetings when necessary. ADHE is a small agency of 40 employees. It has the customary coordinating responsibilities: recommending a single higher education budget with recommendations for each institution, reviewing proposed new programs and existing programs, maintaining a comprehensive data system and performing regular data analysis, and operating several student financial aid programs.

An institutional board of trustees governs each institution. For the community colleges, the trustees are elected from the taxing district. For the universities, including those with branches, trustees are appointed by the governor and confirmed by the senate.

FISCAL

The state funding process is primarily formulae-driven. ADHE staff, with an advisory committee of representatives of all colleges and universities, review the formula elements each biennium. The formulae impact roughly 70 percent of institutional funding and are driven by a number of variables. The nonformula areas are reviewed based on institutional justification. The state board makes final recommendations for each institution to the General Assembly and the governor. Appropriations are made to each individual campus for the following biennium.

In Arkansas appropriations are authorizations to spend and spending targets. The appropriations are funded through a Revenue Stabilization Act, which is a complicated system of priorities for the distribution of revenues as the state receives them. The Revenue Stabilization Act makes it impossible for the state to spend more than it receives, and appropriations are not always fully funded.

Tuition and fees are finally determined by institutional governing boards, but state board funding recommendations include standard tuition and fee rates. The standard annual fees recommended for 1993-1995 for community colleges were $792 for in-district students, $1,008 for out-of-district Arkansas residents, and $1,920 for nonresidents. The fees recommended for the two-year branches were $1,008 for Arkansas residents and $1,920 for nonresidents.

PROGRAMS

Proposals for new programs are initiated by institutions, approved by their institutional boards, and then submitted for review by either the Arkansas Department of Higher Education or the Division of Vocational and Technical Education. The criteria used by the department include need, availability of students, availability of resources, etc. All of the community colleges offer academic transfer and occupational programs and are involved with counseling and remediation. All have centers to provide services to business and industry and will offer in-plant courses in addition to on-campus credit and noncredit courses. The colleges participate in externally funded programs such as Adult Basic Education/General Education Development Test and the Job Training Partnership Act. All state institutions are accredited by the North Central Association, Institution of Higher Education. The technical colleges are moving toward accreditation. Each must be accredited by 1997.

ENROLLMENT

The Arkansas community colleges and two-year branches are open-door institutions attempting to serve whatever needs exist in their service areas. Their enrollments increased steadily from 2,950 headcount in 1972 to 19,215 in 1992.

The 1990-91 annual FTE student enrollment for the community colleges and two-year branches was 12,419 Annual FTE student enrollment is calculated by dividing total student semester credit hours produced for the fiscal year by 30.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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CALIFORNIA

by
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Federal Liaison Officer, California Community Colleges

SUMMARY

California's 107 public community colleges constitute the largest and most diverse system of higher education in the western world. They are organized into 71 local districts, each governed by a locally elected board of trustees. A 16-member State Board of Governors, appointed by the governor and approved by a two-thirds vote of the State Senate, is directed by law to "provide leadership and direction in the continuing development" of the colleges. The annual budgets of the 71 districts for 1989-90 totaled more than $3.1 billion, including operating expenses and capital outlay expenditures. In 1987 the system contained approximately 3,400 locally owned structures, with a replacement value of approximately $5 billion for facilities and $1 billion for equipment.

By law, any person 18 years of age or older who can benefit from the instruction offered may enroll in a community college. All colleges in the system prepare students for transfer to four-year colleges and universities and offer vocational education in skilled, technical, semiprofessional, and technologically advanced occupations. They also provide remedial and basic education; education for handicapped and other special populations including immigrants; short-term job training; continuing education; and community services to all of California's residents.

More than 1,408,000 students were enrolled in fall 1990, with 21 percent attending full-time (12 units or more), and 7 percent enrolled in noncredit classes. The colleges range in enrollment from 745 to more than 30,000 students. They employ more than 69,000 people; with two of every three employees holding faculty positions, the student/faculty ratio is 29:1, one of the highest in the nation.

Mission and Goals

Legislation enacted in 1988 after more than three years of study and debate specifies the mission of the colleges. They offer instruction through but not beyond the second year of college. They grant A.A. and A.S. degrees and certificates in vocational education. Authorized instruction includes standard collegiate transfer courses, vocational and technical courses leading to or upgrading employment, general or liberal arts courses, adult noncredit courses, and community services programs and courses.

Priorities in the instruction field are also specified in statute. The primary mission is the "provision of rigorous, high quality degree and certificate curricula in lower-division arts and sciences and in vocational and occupational fields." Remedial instruction, English as a second language, parenting, citizenship for immigrants, adult basic skills, short-term employment training, programs for older adults, home economics, health and safety, programs for substantially handicapped, and support services that help students succeed at the postsecondary level are classified as essential and important functions. Community service programs and courses, which do not receive state funding, are authorized so long as their provision is compatible with an institution's ability to meet its primary obligations.

HISTORY

Early History (1910-1945)

The first two-year college in California was established in 1910 by the Fresno Board of Education, three years after the state legislature authorized high school districts to offer college-level coursework. By 1919, nearly 20 high schools offered college courses, and the legislature became concerned about the nature and mission of these post-high schools. A special legislative committee was appointed to study them and subsequently recommended that courses in civics, liberal arts, science, and technology be authorized for college-level divisions of the high schools.

In 1921 the legislature authorized formation of separate junior college districts and in 1927 permitted school boards to establish joint high school-junior college districts. By 1928, the number of colleges had grown to 31, and enrollment reached 25,000. There were 16 college departments under the jurisdiction of high school districts, nine separate junior college districts, and six two-year college programs operated by four-year state colleges.

In 1929 the legislature authorized the first state general fund payments to junior colleges; prior to that time, funding had been part of general high school apportionments and had come mostly from local property tax revenues, augmented by part of the state's receipts from mining activities on federal land. Although the depression of the 1930s caused a reduction in financial support, junior colleges continued to grow. In response to more and more people seeking retraining or training in new careers, they began to offer vocational programs and courses for adults formerly taught by high schools. By 1937, 42 colleges enrolled more than 52,000 students; by 1942 enrollment mushroomed to 163,000.

Later History (1945-1967)

Enrollment which had declined to less than 100,000 by the end of World War II, began to increase rapidly with the return of thousands of veterans and the enactment of the landmark GI Bill. By 1947, 107,000 students attended 45 junior colleges throughout the state, and there was considerable pressure on the legislature to expand the junior colleges into four-year institutions. Commissioned by the legislature in 1947, "A Report on a Survey of the Needs of California in Higher Education, 1948" (known as the Strayer Report after its principal author, Professor George D. Strayer of Columbia University), first expressed the open-door policy for junior colleges; emphasized the importance of student access; and identified their mission as providing (1) terminal (occupational) education, (2) general education, (3) college and career orientation and guidance, (4) lower-division transfer courses, (5) adult education, and (6) removal of matriculation deficiencies.

The Strayer Report also recommended expanding all three types of higher education institutions (junior colleges, state colleges, and the University of California), rather than converting the two-year colleges into four-year schools. Because of unabating enrollment pressures, the legislature in 1953 called for another study of the need for new facilities.

The result was the report, "A Restudy of the Needs of California in Higher Education," by T. R. McConnell in 1954-55. With junior college enrollments hitting 200,000 in 1954 and showing no signs of slowing, McConnell recommended that before establishing additional four-year colleges (seven already existed and four more were authorized), the state should create more two-year colleges in order to place higher education opportunities easily within the reach of every citizen of the state. The report also recommended the delineation of functions among the three higher education segments and the adoption of achievement requirements for junior college transfer students.

In 1959 the legislature requested the liaison committee, which had been established by the regents of the University of California and the State Department of Education, to oversee preparation of a master plan for higher education for the expansion and coordination of higher education in the state. The principles of the master plan, the first in the nation, were later placed in statute as the Donohoe Higher Education Act of 1960.

The master plan recommended that the junior colleges become full partners in a tripartite system with the University of California and the four-year state colleges. To retain certain advantages (a combination of local and state funding, local governance, and federal vocational education funding), the colleges were also declared to be a part of the state's public school system, and thus were required to remain tuition-free. The master plan firmly established the principle of universal access to public higher education for all the citizens of the state and recommended that the junior colleges provide open access for any student 18 years of age or over who could benefit from the instruction provided. At the same time, the plan also recommended higher admission standards for the university and state colleges, as well as upper-division/lower-division ratios designed to divert up to 50,000 students to the junior colleges by 1975. The university, said the plan, should select its students from among the top one-eighth of high school graduates, and the state colleges from among the top one-third.

Although the master plan recommended keeping the colleges' local orientation with locally elected boards of trustees, the State Board of Education continued to prescribe minimum standards for junior college district formation and operation and to exercise general supervision of the colleges. Students were expected to attend the junior college in the district they (or their parents) resided, an expectation that was only recently deleted by enactment of a free-flow provision, allowing students to attend the college of their choice. Students could, however, attend college in another district, if this district agreed.

The Donohoe Act also simplified the mission statement of the junior colleges: providing instruction up to, but not beyond, the fourteenth grade level, general or liberal arts education, transfer education, and vocational-technical instruction leading to employment. Those few four-year colleges still operating two-year programs were required by the act to phase them out by 1964.

Recent History (1967-1988)

In 1967, with statewide enrollment at 610,000 and still growing, California agreed to provide approximately half the funding for all new junior college construction. In order for the colleges to have a say in establishing construction and facilities use standards and in the review and approval process, it became necessary for local college presidents and boards, who had previously strongly opposed creation of a separate state agency for the two-year colleges, to finally agree on the creation of a new state board. The Stiern Act of 1967 created the Board of Governors of the California Junior Colleges and the Office of the Chancellor, a move designed to complete the administrative separation of the colleges from the K-12 system. The Board of Governors was created as a coordinating body, not as an administrative or managerial agency, in order to protect the important principles of local autonomy, control, and responsiveness to local needs. Two years later, the legislature found it necessary to lay out in statute provisions delineating the functions of the state board *vis a vis* those of local boards.

The colleges developed rapidly into comprehensive community education centers. They established faculty senates, both local and statewide, institutionalized student services, counseling, and outreach programs, and became characterized by their ability to respond quickly to the needs of their local communities. By the end of the 1970s, there were 102 colleges in 70 districts, and the legislature had officially changed their names to community colleges in recognition of their more comprehensive roles.

Collective bargaining was authorized by the legislature in 1974, and bargaining units were formed in most districts, with separate units for faculty and staff. In 1978 voters approved Proposition 13, eliminating the ability of local governing boards to levy taxes, and college budgets were reduced by 7 percent. Previously receiving approximately one-third of their financial support from the state and two-thirds from local property tax revenues, the colleges suddenly found themselves receiving two-thirds of their funding from the state, which just as suddenly began to take a keen interest in the fiscal operations, policies, and programs of the colleges. In 1981-82 the legislature reduced college apportionments by $30 million and required the elimination of public tax support for avocational, recreational, and personal interest courses. The governor reduced college funding by $108 million in 1983, demanding that, for the first time in history, community college students be required to pay tuition. After a year-long fight, the legislature adopted a $50 fee to be charged any student enrolling in six or more units.

Legislative and Other Reviews

The student unrest that had begun at Berkeley in the mid-1960s resulted in the first review of California's higher education conducted entirely by the legislature. A joint legislative committee on the master plan for higher education spent two years examining the state's tripartite system and reviewing the 1960 master plan. In 1973 the committee reaffirmed the master plan and strengthened the state's commitment to providing higher education opportunities for every student willing and able to benefit from the instruction. The committee also recommended goals to be met by 1980 for matching student populations to the demographic characteristics of the state's general population. In 1973 the junior colleges were closest to meeting those goals, but only 18 percent of their students came from minority backgrounds (minorities then comprised 23 percent of the state's total population).

A growing awareness at both national and state levels that education systems were not functioning as intended led the California legislature in 1984 to call for another review of the master plan for higher education. The transfer rate from community colleges to four-year institutions, for example, partially reflecting the changing nature of student enrollments and objectives, had fallen to less than 10 percent of total enrollments, far below the 60 percent rate envisioned in the 1960 master plan.

The legislature created both a commission and a joint legislative committee for the review of the master plan for higher education. The 16 commission members included four appointed by the governor, three each by the senate and the assembly, the superintendent of public instruction, and five members who each represented a different segment of California education, including the private nonprofit institutions and the California Postsecondary Education Commission.

The commission was instructed to place highest priority on a reassessment of the mission of the community colleges. After a year of extensive public hearings, study, and discussion, the commission made 67 recommendations for change. In its deliberations, the commission made the point, for the first time, that merely insuring access to higher education was not enough. Improving the probability of success for every student was identified as equally important. To do this, the commission endorsed a mandatory assessment, counseling, placement, and follow-up program, together with provision of clearly defined academic standards, including minimum academic skill levels and remedial programs to help students succeed.

The commission also made recommendations clarifying the roles of local governing boards *vis a vis* the state board of governors; significantly strengthening the state board's roles in planning and establishing minimum standards for college operations and for college district

formation; eliminating the cumbersome teacher credential process (a holdover from the K-12 system); lengthening from two to four years the probationary period required prior to tenure for faculty members; and implementing a new funding system that for the first time recognized that community colleges have different organizational structures and functions, with financial needs different from those of the elementary and secondary school systems.

Reviewing the work of the commission, the joint legislative committee agreed and incorporated many of the commission's recommendations into its own legislative proposals. After more than three years of study and discussion, public hearings, deliberation, consultation, and negotiation involving local and state administrators and governing boards, community college organizations, both political parties, the governor, and the legislature, AB 1725, informally labeled the Community College Reform Act of 1988, was finally passed, just three hours before the legislature adjourned its 1987-88 session. The bill provided for special funding of more than $140 million by 1990 to carry out the changes it contains.

GOVERNANCE

State-Level Board

The Board of Governors of the California Community Colleges was created by the legislature through the Stiern Act in 1967. Its 15 members were appointed by the governor with the consent of the State Senate, and the board first convened in 1968. In 1978 one seat was designated for a voting student member, whose term is one year; in 1983, another seat was designated for a faculty representative, whose term is two years and who is nominated by the state academic senate.

Effective January 1, 1990 the board consists of 16 members. Thirteen are appointed to staggered six-year terms by the governor with the advice and consent of two-thirds of the State Senate; two of the 13 are required to be current or former elected members of local governing boards. The board also includes one currently enrolled community college student, appointed by the governor for a one-year term, and two tenured community college faculty members, appointed by the governor for staggered two-year tems and chosen from a list submitted by the state academic senate.

Board officers include a president and vice president, elected each year; representatives are elected each year to the California Postsecondary Education Commission and to the Joint Advisory Policy Council, which recommends allocation of federal vocational education funds between the K-12 system and the colleges.

The board is directed by statute to maintain, to the maximum degree possible, local authority and control; to provide general supervision for the colleges; and to establish minimum standards for (1) graduation requirements and probation, dismissal, and readmission policies; (2) employment of academic and administrative staff; (3) formation of community colleges and districts; (4) credit and noncredit classes; and (5) procedures to assure effective participation in local governance by faculty, staff, and students and to ensure local academic senates' responsibility for making recommendations in the areas of curriculum and academic standards.

The board is also mandated to develop and implement a comprehensive education and fiscal accountability system, phased in with a management information system; evaluate the effectiveness of local districts and issue annual reports; assist local districts that encounter severe management difficulties; conduct systemwide research and provide information services; provide representation, advocacy, and accountability at state and federal levels; annually prepare and adopt a proposed budget and allocation plan for the colleges, submitting

it to the department of finance; establish space and facilities utilization standards; together with the University of California regents and the trustees of the state university system, develop a common core curriculum in general education for transfer purposes; facilitate articulation of programs and services both within the system and with other segments of education; and review and approve all new educational programs offered by community college districts.

To facilitate carrying out its mandates, the board has full authority to adopt necessary rules and regulations and may delegate its powers to the chancellor. The board is also required to formally consult with institutional representatives of the districts as well as with community college organizations and interested individuals to ensure their participation in policy development and review. The board meets six times each year, usually in two-day sessions, although its committees may meet more often.

State Department (Designated as the Chancellor's Office)

To carry out its responsibilities, the board of governors appoints a chancellor, who maintains an office and staff of about 215, employed and classified under the state's civil service system. Six deputy and vice chancellors have been appointed, exempt from the civil service. The chancellor is responsible for developing all board agendas, carrying out the board's instructions, and developing and overseeing the large body of regulations necessary to implement state law.

Local Governing Boards

Reflecting their ancestry in the public school system, the California community colleges are organized into 71 separate and autonomous districts. Each has its own local governing board consisting of either five or seven members elected to four-year terms and responsible for establishing, maintaining, and operating one or more community colleges within the district. Until 1978 local boards could levy taxes to fund both operating and capital costs; Proposition 13 removed that ability. Today they are authorized to initiate and carry out any program or activity not in conflict or inconsistent with state law or the purposes for which community colleges are established.

Local boards employ their own chief executive officers and staffs; engage in collective bargaining activities with appropriate bargaining units of their employees; develop academic and facilities plans for colleges within their districts; establish policies for and approve new programs and courses of instruction, submitting them to the State Board of Governors for final approval; determine and control the district's operational and capital budgets; hold, convey, manage, and control district property; and receive and administer gifts, grants, and scholarships. Boards have full authority to adopt rules and regulations within minimum standards, guidelines, and regulations established by the state board of governors.

FISCAL

Funding Sources and Percentage Share of Each

In fiscal 1988-89, California community colleges received approximately $1.5 billion, or 48 percent of their total revenues, from the state; $663.3 million, or 22 percent, from local sources, including property taxes; $190.4 million, or 6 percent, from federal funds; and $691 million, or 23 percent from other sources, including student fees, lottery, and bonds. Prior to 1978 the proportion of state to local funds was just the opposite, with state support varying from a low

of 23 percent in 1959-60 to a high of 43 percent in 1974-75. The Master Plan for Higher Education in 1960 recommended a 45-55 state-local split by 1975, but that ratio was never fully realized. After the 1978 passage of Proposition 13, which froze local property tax rates for all purposes, the legislature attempted to replace funds lost through elimination of local boards' ability to set their own tax rates. State support rose as high as 69 percent in 1979-80. However, because community college revenues continued to include revenues from local property taxes, and property values have continued to rise, the ratio of state-to-local revenue has moved slowly and steadily downward from that peak.

Funding Methods or Formulae

State support for individual districts varies greatly from the 1986-87 statewide average of 63.5 percent: from a low of 9 percent for the district with the highest assessed property values per unit of average daily attendance (ADA) to a high of nearly 90 percent for the poorest district. Each district's annual revenue entitlement is calculated on a base amount per unit of ADA — the state support received for the preceding year — adjusted for the budget year using an inflation index, plus an amount added for growth or reduced for decline in credit attendance at a marginal rate of two- thirds per ADA, plus an equalization adjustment meant to bring districts closer together in the total amount they receive per ADA. Noncredit courses in nine specified adult education categories, funded by the state because they are in the state's interest, receive only a base rate; roughly half the credit rate is adjusted annually for inflation. In addition, each district receives categorical aid for specific purposes, including extended opportunity programs and services, handicapped student programs and services, student financial aid, academic senate support, instructional improvement and innovation, and others.

The newly enacted AB 1725 calls for the board of governors to establish a new, five-category allocation plan—program-based funding—beginning with the budget request for 1991-92. This and other changes will not only alter the method for determining annual funding for the community colleges, but will also remove the formulas from state statutes, where funding has been constantly subject to political pressures. (During a recent 10-year period, community college financing was substantively changed eight times, prompting the Senate Office of Research in 1984 to write, "Community college finance policy over the past 10 years can only be characterized as chaotic").

Standard Tuition and Fee Charges or Ranges

California residents pay a mandatory fee of $5 per credit unit, up to a maximum of $50 per semester. Nonresident students are required to pay tuition equal to the full cost of instruction of the district in which they enroll; the state average for 1989-90 was $2,779. California residents receiving welfare benefits are exempt from the fee; full-time California students receiving financial aid may receive a special grant to offset all or part of the fee. Until 1984, the colleges were tuition-free, but local districts were authorized to charge 10 different permissive fees for such things as health services and instructional materials; permissive fees were eliminated when the $50 fee was enacted. Permissive fees for student health services were reinstated.

PROGRAMS

Approval Process

The State Board of Governors is directed by law to establish minimum standards for credit

courses that must be followed by local colleges and districts. New degree or certificate programs and individual courses not part of a program must be approved by the state chancellor's office. On academic and professional matters, statutes give the statewide academic senate authority to advise the State Board of Governors, and local senates the authority to advise their governing boards.

Types

California community colleges offer a broad spectrum of education, generally divided into instructional and community service programs. Instructional programs include both noncredit courses and credit courses for transfer to four-year institutions and for associate (A.A. and A.S.) degrees; technical, occupational, and vocational courses and programs, including both two-year degrees and one-year certificates; apprenticeship; programs and services for disabled (90 percent of all disabled postsecondary students in California are enrolled in community colleges); and extended opportunity programs and services (EOPS) for students with economic, language, or social disadvantages.

Many colleges also have contracts with local business and industry to provide on-site or on-campus courses; engage in joint activities with private industry councils, JTPA, and other federally funded job-related programs; and are involved in other community-related activities. By agreement with their local high schools, some colleges offer all adult education within their communities; others offer no adult noncredit courses. Community service programs include classes and activities such as lectures, concerts, and other noncredit avocational, recreational, and personal development activities.

The most popular fields of credit instruction are fine and applied arts, business and management, engineering-related technologies, English and communication, and math. About one-third of California community college students enroll in vocational, technical, and occupational programs, mostly in business, office, and data processing courses and in trade and industrial occupational programs. Half of those enrolling in degree and transfer programs also enroll in one or more vocational courses. Reflecting the health of the state's economy and the enormous diversity of its communities, the community colleges offer nearly 350 occupational specialties, ranging from timber management and horse shoeing to health sciences, computer-assisted design and manufacture, electron microscopy, laser technology, biomedical instrumentation, and robotics.

Approximately 60,000 students transfer annually from community colleges to four-year institutions, both in- and out-of-state. In addition, the California community colleges receive an unusual number of reverse transfers; nearly 38,000 students returned in fall 1987 from four-year institutions to community colleges, many after completing their baccalaureate work.

All California community colleges are accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Programs such as nursing are also approved by their specific accrediting bodies.

Diploma and Degree Requirements

State law sets the minimum requirement for graduation from a community college at 60 semester credit hours and requires an associate degree to be awarded any student who successfully completes the prescribed course of study while maintaining the requisite grade point average. The State Board of Governors, together with the academic senate and representatives of the University of California and the California State University System, are jointly developing a common core curriculum in general education for the purposes of transfer. When implemented, any person completing the core curriculum at a community college will

be deemed to have completed all lower-division general education requirements for the two senior systems. These activities result from efforts to strengthen academic degrees generally and to facilitate the transfer process for students. In strengthening the associate degree, the board of governors will develop minimum standards to be implemented in all local districts.

ENROLLMENT

California community colleges currently receive funding based on units of average daily attendance, or ADA. A vestige of the colleges' roots in the K-12 system, the ADA system of counting enrollments and determining workload will be changed in 1991-92 to the more commonly used full-time equivalent (FTE). Initially intended to provide an actual attendance count, ADA is determined by averaging total enrollment credit hours at two points in each semester (census periods), and multiplying this by .911—a factor believed to represent the difference between enrollment and actual attendance. The product is divided by 525, the number of class hours for one student taking five three-unit courses over a 17-week semester. Thus total headcount enrollment of 1,407,694 in fall 1989 translated into 734,391 ADA.

Patterns by Programs

As is typical elsewhere in higher education, California community college enrollments have shifted considerably from the early 1960s to the 1980s, from the humanities, arts, mathematics, and sciences to vocational, technical, and occupational fields. From 1963 to 1982, for example, enrollment in courses classified as occupational education increased from 28 to 38 percent of total credit enrollments, while mathematics decreased from 16 to 13 percent, social sciences decreased from 22 to 16 percent, and humanities decreased from 25 to 21 percent. Approximately 46 percent of all coursework is taken in transferable liberal arts and sciences courses; 33 percent in occupational education; 8 percent in remedial education; 7 percent in nontransferable general education; and 5 percent in community or continuing education.

Historical Trends

Growing steadily throughout their 78-year history, California community colleges saw very rapid increases in enrollment from the end of World War II through the early 1970s. State fiscal policies that encouraged growth, an economic recession, and the return of veterans accounted for sharp increases in 1973-75, especially in the number of part-time students. In 1976 enrollment declined for the first time since World War II, as jobs became plentiful in an expanding, heated-up economy and the number of high school graduates began to decline. The 1970s saw a surge in female enrollment, a shift from evening to day classes, and a rise in the number of students taking only noncredit courses.

The decade between 1973 and 1983 was one of extremes and instability. Cuts in state support, passage of Proposition 13, state dissatisfaction with local priorities, political controversy over whether to charge tuition, and economic recession and boom all contributed to a see-sawing of enrollments. Total enrollment passed one million for the first time in 1973-74; it grew to 1,322,739 by 1977-78, then dipped to 1,159,819 the following year. Growth began again immediately, and enrollments hit an all-time peak of 1,430,711 in 1981-82, dropping sharply to 1,180,365 in 1985-86; enrollments are climbing again, reaching 1,407,000 in fall 1989.

Full-time enrollment increased by more than 15,000 students in fall 1989 over fall 1988. This is attributed in part to an increase in the number of high school graduates for the first time in

nearly a decade. Full-time students now comprise 21 percent of all community college enrollment; approximately one-third of all students are from minority groups.

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COLORADO

by
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SUMMARY

The legal title of the system is the State Board for Community Colleges and Occupational Education. The administrative agency of the board is known as the Colorado Community College and Occupational Education System.

The system encompasses 11 state system community colleges, four local district colleges, and seven legislated area vocational schools. The board governs the 11 state system colleges. In addition, the board, through the system, regulates and administers vocational education funds distributed to the local district colleges, the legislated area vocational schools, and the public secondary institutions using vocational funds.

The Colorado General Assembly in the Community College and Occupational Education Act of 1967 charged the state board "... to develop and establish state policy for occupational education and to govern the state system of community colleges ... The board shall assure a system of two-year program delivery throughout the state coordinated, where appropriate, with the local district colleges." The 1967 Act also "... provided for the establishment of local councils to advise the board on the operation of individual community colleges from a local perspective:

> The function of the two-year college system is to conduct occupational, technical, and community service programs with no term limitations and general education, including college transfer programs with unrestricted admissions. It is further the intent of this article to develop appropriate occupational education and adult education programs in the elementary and secondary schools of the state permitting local school districts already having vocational schools to continue to operate them, and to develop work study and on-the-job training programs designed to acquaint youth with the world of work and to train and retrain youth and adults for employment. The General Assembly intends that state agencies concerned with occupational education in the public schools shall cooperate with the board in planning and implementing occupational education programs, to the end that the state of Colorado has complete and well-balanced occupational and adult education programs available to the people of Colorado at all education levels.

The statutory goal and mission of the state system of community colleges are defined as follows:

> There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the State Board for Community Colleges and Occupational Education. Each college shall be a two-year institution offering a broad range of general, personal,

vocational, and technical education programs. No college shall impose admission requirements upon any student. The objects of the community and technical colleges shall be to provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, provide two-year transfer education programs to qualify students for admission to the junior year at other colleges and universities, and to provide a broad range of programs of personal and vocational education for adults.

HISTORY

The state board was created in 1967. The administrative agency existed with two separate divisions, the Division of Community Colleges and the Division of Occupational Education, until 1986. At that time the existing board was abolished by legislative fiat, and a new board was constituted with different criteria for membership. The new board restructured the agency into an integrated system under which there is a Division of Educational Services and a Division of Administration. Each division administers the governing function over the state system community colleges as well as the occupational education regulatory functions.

GOVERNANCE

The board consists of nine members who are appointed for staggered four-year terms by the governor with the consent of the senate. No more than five appointed members at any time may be members of any one political party, and each congressional district shall have at least one member of the board. No appointed member may be employed by any junior, community, or technical college, state or private institution of higher education, school district, or agency receiving vocational funds allocated by the state board. No appointed member of the state board shall be an official of the governing board of any state-supported institution of higher education or an elected or appointed official of the state of Colorado.

Two advisory members to the state board are elected annually by and from their respective groups of students and faculty of state-system colleges.

Duties of the state board with respect to the state system and local district colleges are prescribed by statute as follows:

Duties of Board with Respect to State System

(1) With respect to the community and technical colleges within the state system, the board has the authority, responsibility, rights, privileges, powers, and duties customarily exercised by the governing boards of institutions of higher education, including the following:

(a) To recommend to the Commission on Higher Education and the general assembly the location and priorities for establishment of new community and technical colleges;

(b) To construct, lease, or otherwise provide facilities needed for the community and technical colleges as authorized by the General Assembly; to issue, in the name of the board, revenue bonds and other revenue obligations, in the manner and for the purposes, subject to the provisions provided by law for state education institutions under Article 5 of this Title or for junior college

districts; and to refund, in the name of the board, revenue bonds and other revenue obligations transferred to the board or incurred by the board as provided in this article; such refunding to be undertaken pursuant to Article 54 of Title 11, Colorado Revised Statutes, 1973;

(c) To fix the tuition and fees to be charged in the community and technical colleges. The board shall fix tuition in accordance with the level of appropriations set by the general assembly for such institutions;

(d) To appoint the chief administrative officer of each community and technical college;

(e) To recommend and review proposals for the establishment of curricula and for major changes in curriculum, subject only to the review function of the Commission on Higher Education relating to formal academic programs;

(f) To define the requirements of appropriate degrees and certificates and to authorize the award thereof in the community and technical colleges, subject only to the review function of the Commission on Higher Education relating to formal academic programs;

(g) To develop a plan with the governing boards of baccalaureate degree-granting universities and colleges of the state, which will assure maximum freedom of transfer of students between local junior colleges and community and technical colleges under the direct control of the board and such universities and colleges;

(h) To receive, review, and transmit with recommendations to the Commission on Higher Education and the general assembly both operating and capital budget requests of the community and technical colleges;

(i) To plan, in cooperation with other state agencies, the allocation of federal funds for instructional programs and student services, including funds for vocational and technical education and retraining;

(j) To determine policies pertaining to the community and technical colleges, subject only to the functions and powers assigned by law to the Commission on Higher Education relating to formal academic programs;

(k) To control the direction of funds and appropriations to the colleges in the system;

(l) To receive, demand, and hold for the uses and purposes of the colleges in the system such monies, lands, or other properties as may be donated, devised, leased, or conveyed, and to apply the same in such manner as will best serve the objects and interests of the colleges in the system;

(m)To develop and implement, in coordination with four-year institutions and under the direction of the Colorado Commission on Higher Education, a core transfer program for students wishing to obtain a baccalaureate degree after

transferring from the state system to a four-year institution, which program shall be implemented within the state system by September 15, 1987.

Duties of Board with Respect to Local Junior Colleges

(1) With respect to local junior colleges operating under the provisions of Articles 70 to 72 of Title 22, Colorado Revised Statutes, 1973, the board shall:

(a) Exercise all powers and perform all duties vested prior to July 1, 1967, in the State Board of Education or in the commissioner of education with respect to local junior colleges;

(b) Review and make recommendations concerning requests by any local junior college for appropriations for capital construction before such requests are submitted to the Commission on Higher Education and the General Assembly;

(c) Provide such junior colleges with such technical assistance as they may request.

FISCAL

State operational support for two-year state system colleges, local district colleges, and area vocational schools is based on FTE enrollment, where one FTE is calculated by dividing the number of eligible semester hours generated annually by 30, or the number of annual quarter hours by 45.

In fall 1989 system colleges enrolled a total of 68,526 headcount students. Total FTE enrollment was 40,292. Legislative appropriations for system colleges was $90,495,131; when combined with $36,032,410 in augmenting revenues, expenditures totalled $126,527,541.

PROGRAMS

Types of Degrees

Associate of Arts (A.A.)
Associate of Science (A.S.)
Associate of General Studies (A.G.S.)

(1) Each college can offer one degree in each of the above with areas of emphasis in A.A. and A.S. degree programs.

(2) Community colleges adhere to CCHE's "Policy and General Procedures for State-Level Review of Proposals for New Academic Degree Programs . . . "

(3) Colleges must submit a letter of intent to CCHE prior to submitting a proposal.

(4) SBCCOE takes action on all state system community college degrees and forwards them to CCHE for final approval prior to implementation.

(5) For local district colleges, SBCCOE, in its coordinating role, recommends

approval to CCHE; CCHE has ultimate approval authority prior to implementation of degree.

(6) Once CCHE receives the proposal, action is to be taken within 120 days, with option of 40-day extension for approval, if needed.

(7) All state system community colleges have approval of A.A., A.S., and A.G.S degrees.

Associate of Applied Science

(1) Each college offers a number of A.A.S. programs based on specific occupational needs.

(2) All colleges, state system, and local districts adhere to the CCHE/SBCCOE agreement (February 1985) regarding approval of A.A.S. degrees.

(3) The SBCCOE staff has developed an internal process for review and approval of A.A.S. degrees.

(4) SBCCOE takes action on all state system community college A.A.S. degrees and forwards them to CCHE; the CCHE executive director has final approval authority prior to implementation.

(5) For local district colleges, SBCCOE, in its coordinating role, recommends approval to the CCHE executive director, who has final approval authority prior to implementation.

Types of Associate Degrees

(1) Associate of Arts
Intended to prepare students for transfer to four-year institutions.
Requires completion of the Care Transfer Program of general education \ courses.
Students' emphasis of study is in arts, communication, and/or social sciences.

(2) Associate of Science (A.S.)
Intended to prepare students for transfer to four-year institutions.
Requires completion of the Care Transfer Program of general education courses.
Students' emphasis of study is in science or mathematics.

(3) Associate of General Studies (A.G.S.)
Provides a broad program of courses without constraints of specialization.
Requires 30 semester hours of prescribed general education courses.
Not intended for transfer; however, some courses may be accepted by four-year institutions.

(4) Associate of Applied Science (A.A.S.)
Prepares students for entry-level employment or for upgrading or re-

training.
Requires 15 semester hours of general education.
Not intended for transfer; however, some courses may be accepted by four-year institutions.

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CONNECTICUT

by
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SUMMARY

The Community and Technical Colleges of Connecticut are 17 two-year public institutions of higher education that share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens. The colleges seek to enrich the intellectual, cultural, and social lives of the communities they serve. They support the economic growth of the state and its citizens through programs that supply business and industry with a skilled, well-trained work force.

The colleges are accredited by the New England Association of Schools and Colleges, the Board of Governors for Higher Education, and numerous other national accrediting agencies, such as the American Medical Association, the American Bar Association, the National League of Nursing , and the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology for specialized programs. The colleges are administered by a 20-member Board of Trustees, two of whom are elected by the students of the 17 colleges. The Community and Technical Colleges of Connecticut award certificates and associate degrees in more than 100 areas.

The colleges' primary responsibilities are to provide occupational, vocational, and career education designed as training for immediate employment, job retraining, or upgrading of skills to meet individual, community, and state manpower needs; to provide programs of general study including remediation, general and adult education, and continuing education; to provide programs of study for college transfer representing the first two years of baccalaureate education; to provide community service programs, i.e., educational, cultural, recreational, and community-directed programs; and to provide student support services including admissions, counseling, testing, placement, individualized instruction, and instruction for students with special needs.

The technical colleges provide associate degree and certificate programs that focus on the principles of basic science and technology, with emphasis on engineering and engineering technology, integrating theoretical and applied mathematics, basic science, and applied science in order to meet the needs of the state's businesses and industries for a highly skilled, technically literate workforce. The technical colleges provide courses and degree programs in response to emerging technologies and have the primary responsibility for responding to the needs of the state's work force as they relate to the ever-changing field of technology. They provide certificate programs for students seeking entry-level positions or employment advancement, as well as continuing educational opportunities for those wishing to upgrade their basic technical skills. In geographic areas not served by a technical college or in technology fields not addressed by the technical colleges, the community colleges can develop technically focused programs to meet such needs. Cooperative ventures that emphasize sharing resources and expertise between community and technical colleges have been developed, and a strategic planning process for technical education, mandated by the legislation that consolidated administration of the community and technical college systems in 1989, has been completed.

HISTORY

The present system of community and technical colleges was formed in 1989 by P.A. 89-260, which consolidated the two pre-existing separate systems of community and technical colleges. This legislation renamed the Board of Trustees of Community Colleges to become the Board of Trustees of Community-Technical Colleges and expanded the membership of the board from 16 to 24 members in order to include additional representatives from business, industry, labor, and the technical occupations. Administration of the 12 community colleges continues to be the responsibility of the expanded board, and the five technical colleges were added to their responsibilities, according to this legislation. The board is also responsible for the administration of Central Naugatuck Valley Region Higher Education Center, which houses Mattatuck Community College and Waterbury State Technical College. In ensuing years, the Board of Trustees will downsize through expiration of members' terms to a final total of 18 members in 1994. Current membership on the Board of Trustees is 20.

Initially the community colleges were established in 1965 as a system when the Connecticut General Assembly acted to establish a state system of two-year colleges in response to the recommendations of a special Study Commission on Higher Education, which advocated making the opportunity for higher education available to all Connecticut's citizens. At the time of the system's inception, two community colleges, Norwalk and Manchester, had already been established, and a third, Northwestern Connecticut, was about to open in response to local initiatives. These were incorporated into the community college system and were joined shortly, according to a regional development plan, by Housatonic Community College, founded as a branch of Norwalk in Stratford in 1966, and, in the same year, by Middlesex Community College in Middletown, operating as a branch of Manchester. Mattatuck Community College was established in New Haven, followed in 1970 by Tunxis and Mohegan Community Colleges in Farmington and Norwich respectively. Quinebaug Valley Community College was founded in Danielson in 1971 and, with the founding of Asnuntuck Community College in 1972 in Enfield, the total number of community colleges was brought to 12.

The historic roots of the technical colleges began with the establishment of the Connecticut Engineering Institute in 1946. The Institute was developed to meet the needs of Connecticut's manufacturers for competent technicians following World War II. The Institute was renamed Hartford State Technical College in 1955, and in the following decade three more technical institutes were established, in Norwalk (1961), Norwich (1963), and Waterbury (1964). In 1965 the four state technical institutes were included in the state's system of two-year higher education and were renamed state technical colleges, with a separate governing Board of Trustees. The system expanded to five colleges with the establishment of Greater New Haven State Technical College in 1977 to fill the need for engineering technologists in the New Haven area's businesses and industries.

The remaining years up to 1992 demonstrate an effort on the part of both community and technical colleges to serve new and diverse student populations in order to fulfill their common commitment to access and opportunity through affordable, accessible higher education. An instructional television network delivery system attracted a new audience of nontraditional students including the home-bound and the disabled. The network now operates in cooperation with 18 cable television systems in the state and is available to the more than 50,000 homes served by these businesses.

The Business Services Network and Traces, educational outreach initiatives developed to meet the needs of the state's businesses and industries for employee training and educational services, were established independently by the Community and Technical College System in

1986. Collaborative efforts between these divisions, begun even before the consolidation of the systems, have been strengthened by that consolidation. The operation of Traces has been integrated with that of the Business Services Network to form what has now become the Business and Industry Services Network. The network serves as a statewide link connecting business with education and state government and uses the resources and expertise of the 17 colleges in the system to meet the education and training needs of business and industry throughout the state.

By 1988 child care centers had been established at all 12 community colleges to meet the needs of the colleges' predominantly older, female student body. The centers are essential to ensuring access to higher education for parents of young children. The centers provide a high quality educational environment for the children of students, faculty, staff, and area residents. At several colleges the centers serve as learning laboratories for direct observation, experience, and research in child psychology, as part of early childhood education programs. These centers are now available, on a priority basis, to the children of students of both the community and technical colleges.

The system's commitment to educational service and to outreach has received added support from the revised mission statements for both community and technical colleges, approved by the Board of Trustees in 1990, which seek to expand opportunities in technical education and to develop the role of both the technical and community colleges in responding to a rapidly changing technological and demographic environment. Specifically, through the development of a strategic plan for technical education, the Board of Trustees has re-emphasized the importance of technical education to the state's economy and focused on expanding opportunities in technical education to every region of the state. The strategic plan also emphasizes the importance of attracting new student markets to technical education and of increasing the availability of support services needed to ensure academic success for these students. The five overarching goals of the plan are:

- To improve access for all students to technical education, with specific attention to minorities, women, and other underserved populations
- To improve the system's response to the state's technical education needs
- To improve academic excellence within existing programs and place increased emphasis on the development of the student
- To ensure that the colleges have the resources to complete the mission for which they are responsible, including the highest quality faculty and support staff and appropriate facilities
- To market technical programs aggressively to ensure that an increasing number of students choose technical education as preparation for entry into, or for upgrading in, technical careers

GOVERNANCE

The Board of Trustees of the state technical colleges is appointed by the governor and is responsible for determining policies to govern the development and maintenance of educational programs and services provided by the colleges consistent with guidelines of the Board of Governors for Higher Education.

The executive director of the community-technical colleges, as the chief agent of the Board of Trustees, is responsible for providing for proper functioning of the board and its committees that deal with primary areas of responsibility, including budget and facilities, personnel, marketing, and academic policies and student affairs. A central office staff supports the efforts of the executive director in overseeing system compliance with state mandates and board policy in each of these areas.

The board itself consists of 20 members, including a chairperson, appointed by the governor for four-year terms. Two members are elected by the students at the colleges each fall for alternating two-year terms, and two members are alumni of the colleges, one each for technical and community colleges.

A series of systemwide councils provides intercollegiate and interdivisional communication and coordination among community and technical college administrators. The council of Presidents is chaired by the executive director and meets monthly. Councils of academic deans/vice presidents, administrative deans, deans of student affairs, deans of community services, and a central marketing committee meet on a regular basis with central office staff liaisons.

As a state agency, the Community-Technical College System works with a variety of other state agencies, including the State Department of Public Works in its role of facilities development and the State Department of Administrative Services through its Division of Personnel, which deals with classified state employees. The community college professional employees are represented by the Congress of Connecticut Community Colleges. Both teaching and nonteaching faculty, as well as administrative personnel, who are not excluded as part of management, are combined within a single union. The technical college faculty, counselors, and librarians are included in a bargaining unity represented by the American Federation of Teachers. The remaining professional employees, with the exception of presidents, and vice presidents are represented by the American Federation of State, County, and Municipal Employees.

FISCAL

The Community-Technical College System is funded by appropriations made by the General Assembly of Connecticut as part of the state budgetary process. Each year the executive director, working with the Council of Presidents, develops system guidelines for preparing a budget request for the ensuing fiscal year. These guidelines, which address both systemwide needs and individual campus needs, comply with state guidelines established by the state's Office of Policy and Management and the Board of Governors for Higher Education; system guidelines are then recommended by the executive director and the presidents to the Board of Trustees for adoption.

The budget request is developed by the Central Office of the Board of Trustees and includes the use of formulas in the areas of instruction, library, physical plant operations, and maintenance. All other areas of the budget are developed by function and program based upon priority needs identified by each college consistent with system guidelines.

Appropriations are made by the legislature to the Board of Trustees, which in turn has the responsibility of allocating funds among the colleges in the system. The allocation of funds is based on a resource allocation model that provides for an equitable distribution of the funds available and in accord with priorities established by the Board of Trustees with regard to enrollment expansion, new program development, and quality improvement.

Once allocations have been made, each college has significant discretion in the management of its budget within the specific categories of personnel, equipment, and other operating

expenses. In 1991 the General Assembly enacted legislation creating an operating fund composed of tuition, auxiliary, and extension accounts. All tuition and fee revenue collected is retained by the system and is budgeted for expenditure to provide services as colleges deem necessary within board policy. The legislation creating the operating fund provides greater flexibility in the area of purchasing, allowing adjustments between budget categories during the fiscal year and carry-over of revenue beyond the fiscal year.

Board of Governors policy dictates that tuition levels be set to support 25 to 30 percent of operating expenses of the previous year for all constituent units of public higher education in Connecticut. In accordance with the board's commitment to ensuring access to higher education through affordable tuition, the Board of Trustees' policy maintains tuition at the lowest possible level within Board of Governors guidelines, i.e., 25 percent of operating revenues are supported through tuition. In FY 91-92 community college tuition was $41 per credit for state residents, and $55 per credit at the technical colleges. Extension Fund programs carry costs of $54 and $64 per credit at the community and technical colleges respectively.

PROGRAMS

The community and technical colleges award certificates and associate degrees in over 100 career areas. Courses of study may lead to associate degrees, certificates, or the acquisition of career or personal skills. A core curriculum of general education courses is required in every degree program, making a community-technical education a combination of the career training and the liberal arts essential in today's complex and changing society. General studies programs allow students the flexibility to work for a college degree and personal enrichment, to meet individual educational goals, or to meet requirements for transfer to specialized major fields at four-year colleges and universities.

Responding to changing educational mandates and to challenges presented by the needs of students and the local service area is an underlying principle of system and program planning. Programs must possess internal coherence and integrity and must respond to an external need. Employment projections provide an important basis for program decisions throughout the planning process.

In response to their missions, community and technical colleges strive

- To offer associate degree and certificate programs of occupational, vocational, and technical education to provide training for immediate employment, job retraining, and upgrading of employment skills to meet individual, community and state needs

- To promote general programs including remediation, general and adult education, and continuing education designed to meet individual student goals

- To provide programs that facilitate transfer to or continuation in other degree programs

- To provide student support services such as admissions, counseling, testing, placement, individualized instruction, and services for nontraditional students and students with special needs

The Board of Trustees has established specific procedures for system coordination of the

planning and development of new academic programs, consistent with the Connecticut General Statutes and Board of Governors Regulations for Licensure and Accreditation. New program plans are initiated by individual institutions, while the Board of Trustees, in concert with the Board of Governors, is responsible for system planning, coordination, and review. The Board of Trustees may also initiate new programs or alter existing programs.

Each program is subject to several separate stages of review. The System Evaluation of Occupational Programs was established by the Board of Trustees in 1976 as a mechanism for continual assessment of the results and outcomes of programs. The evaluation process requires a comprehensive self-study, a visit by an evaluation team including members representing employers, graduates, and specialists in the field. The team's final written report includes recognition of program strengths and recommendations for any needed improvements in the program. Each year, each community college evaluates 20 percent of its occupational program offerings with respect to program objectives, progress and effectiveness, operations, and output including information on graduates, placement, and employer reactions.

A significant portion of community college curricula exists apart from the occupational program areas and is evaluated according to the board's system for evaluation of special areas, as supplement to the occupational program evaluation. This mechanism provides a more comprehensive and regular assessment of college operations in areas such as English/communications, ESL, social science, science, math, music, art, interdisciplinary courses, and non-occupational degree or certificate programs.

ENROLLMENT

The community and technical colleges enrolled 43,788 students in fall 1991; 38,494 in the community colleges and 5,294 in the technical colleges. This represents a 2.7 percent decline in enrollment at the community colleges and a 5.6 percent increase at the technical colleges — a 1.8 percent decline for the system overall. Budget crises that beset the state of Connecticut and its agencies are thought to be responsible for reductions in enrollments at the community colleges, where severely limited budgets prevented the addition of course sections as demand dictated. In effect, a financial limit has been placed on enrollment as a result of reductions in state funding of the system's budget. The 5.6 percent growth at the technical colleges was possible largely as a result of enrollment losses of approximately 40 percent suffered during the 1986-1989 period, which left programs under-enrolled. The gains in enrollments recouped some of these losses and resulted from increased availability of programs, increased marketing efforts, and the state's economic downturn, which prompted many state residents to return to school for the improved skills needed in a more competitive job market.

From 1986 to 1989, enrollments at the community colleges grew by approximately 4 to 5 percent each year and then held steady in 1990, again as a result of budget restrictions. Full-time equivalent enrollments for 1991 increased by .7 percent at the community colleges and by 2.4 percent at the technical colleges. (Full-time equivalent numbers are based on the total number of credit hours taken by students at all the colleges divided by the number of credits considered a full courseload). Full-time equivalent numbers have grown by more than 20 percent throughout the community colleges since 1987, while they have declined by approximately 7 percent at the technical colleges during the same period.

Twenty-six percent of the students enrolled in 1991 were part-time, and 74 percent were full-time. Women comprised 66 percent of the community college students and 16 percent of technical college students. Nearly two-thirds of the Black and Hispanic students enrolled in public higher education in Connecticut were enrolled at the community and technical colleges

in 1991. The colleges' total minority enrollment equaled approximately 15 percent in 1991. More than 25 percent of the colleges' students were 25 years old or older.

The total number of community college degrees awarded in 1990-1991 to graduates of occupational programs was 1,991, or 65.9 percent of the total degrees awarded in the system. The total number of degrees awarded to general studies program graduates was 706, or 23.4 percent of the total number of degrees. Degrees to liberal arts and sciences transfer program graduates totalled 324, or 10.7 percent of system total. Many graduates of occupational or general studies curricula also chose to continue their education in four-year institutions. During 1990-1991, 550 degrees were awarded to technical college students.

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DELAWARE

by
JOHN R. KOTULA
Former President, Delaware Technical and Community College

Revised by
THOMAS S. KUBALA
President, Delaware Technical and Community College

SUMMARY

Delaware Technical and Community College is a statewide institution of higher education providing academic, technical, and continuing education opportunities to every resident of Delaware at four conveniently located campuses. Associate in applied science degrees are granted upon successful completion of two-year curricula. Diplomas or certificates are granted for a variety of training programs available at each campus.

Delaware Technical and Community College is the only community college in the First State. It is accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools, and several curricula are accredited by professional associations.

The college was created to provide an open-door, two-year, comprehensive program of education and training beyond the high school. Its purpose is to help students develop their potential in semiprofessional and occupational areas and, by so doing, help the community expand its economic base and upgrade its employment force. The curricula of the college focus primarily on courses that match employment opportunities in business, industry, health, education, and government. Admission to any branch of the college is open to all Delaware residents with a high school education or its equivalent who can benefit from the programs offered.

The college curricula are primarily job-oriented. In addition, general educational programs are offered to help students develop the broader responsibilities of citizenship, and course offerings are available to students preparing themselves for transfer to four-year colleges and universities.

HISTORY

The Delaware General Assembly created Delaware Technical and Community College in 1966 when it approved House Bill 529, signed into law by Gov. Charles L. Terry, Jr. A board of trustees was appointed to oversee development of the statewide institution. E. Hall Downes served as board chairman and members were William A. Carter, Edward W. Comings, William C. Kay, Clement J. Lemon, John H. Long, and Charles L. Simms. The board was charged with the responsibility of creating a system of two-year community college campuses near the homes of students, with minimum tuition and fees, and offering sound programs of general education and diverse technical instruction. The first task of the board was locating, building, and staffing campuses for the benefit of Delaware citizens. In 1967, the board engaged Paul K. Weatherly as the executive director, and with vision, dedication, and support, the plan for the present four-campus college was developed. While the plan called for four campuses separated according to geographic area and administrative autonomy, they were unified in terms of the objectives of the entire college system.

The objectives of the college, as determined by the original board of trustees, are to:

- Provide for the constantly changing educational needs of a constantly changing community
- Provide curriculum closely related to the economic and professional realities of the community
- Develop a comprehensive community college with strong emphasis on occupational-technical skills and knowledge
- Insure that individuals of all ability levels have access to all programs
- Establish the college's identity as a significant member of the community
- Develop the individual's ability to contribute to the enrichment of the economic base of the community
- Promote interdisciplinary mix to facilitate student reactions and changing interests
- Establish in the minds of the community that the college belongs to them
- Develop a strong guidance system; direct the student to realistic, useable educational goals
- Develop strong emphasis on attitude and motivation training

During the administration of Paul K. Weatherly (1967-1978), the sites for the four campuses were selected, buildings were constructed, and programs were begun. All campuses received accreditation from the Commission on Higher Education, Middle States Association of Colleges and Schools.

On July 1, 1978, Dr. John R. Kotula was appointed college president to succeed retiring President Weatherly. Kotula was one of the first employees of the college in 1967 and held a wide variety of positions within the college before assuming the presidency in 1978. Under Kotula's leadership, the college has emphasized planning and organizational and management strategies to ensure that the college continues to meet the objectives as set forth by the trustees. A three-year plan, updated annually, contains specific objectives for each unit of the college and is deemed significant enough to warrant the attention and talent of everyone in the college. During Kotula's administration, the college has allocated a greater emphasis to industrial training, resource development, marketing, and recruitment. Kotula retired on March 1, 1992.

On February 21, 1992, Dr. Thomas S. Kubala became the third president of the college. Kubala served as head of the Office of Community Colleges within the State University of New York just prior to becoming president of Delaware Tech, and before that was the president of Thomas Nelson Community College in Hampton, Virginia. Kubala has emphasized enhanced student learning, strategic planning, tech-prep articulation, campus diversity, and management information systems. The college has expanded its offerings to business and industry, has endeavored to assist other countries with technical training programs, and has conducted a process of institutional assessment.

GOVERNANCE

Trustees are appointed by the governor with the consent of a majority of the members elected to the State Senate of Delaware.

Six trustees are appointed for three-year terms. The city of Wilmington, New Castle County, Kent County, and Sussex County each have one resident on the board. The other two members may reside anywhere in the state. The seventh member may reside anywhere in the state, will serve at the pleasure of the governor, and will be chairman of the board. The vice chairman is selected by the board. No more than four trustees may be members of the same political party. Each trustee must be a citizen of the United States, a qualified Delaware voter, and a Delaware resident for at least three years preceding appointment. A trustee must continue to reside in the political subdivision of which he or she was a resident at the time of appointment.

The general powers and duties of the board are as follows:

(a) The board may establish institutions of learning throughout the state as may be necessary to effectuate the purposes of the Delaware Code.

(b) The board shall have custody of and be responsible for the property of the institutions and shall be responsible for the management and control of these institutions.

(c)The board has the following powers:

(1) To select such officers, except the chairman, as it may deem desirable, from among its own membership;
(2) To adopt or change the name of the institutions established by it;
(3) To adopt and use a seal;
(4) To sue and be sued, within the indemnification statutes;
(5) To determine the educational program of the institutions;
(6) To appoint members of the administrative and teaching staffs of the institutions and to fix their compensation and terms of employment;
(7) To appoint or employ such other officers of the institutions, agents, and employees as may be required to carry out this chapter and to fix and determine their qualifications, duties, compensation, terms of office or employment, and all other terms and conditions of employment;
(8) To fix schedules of tuition rates and fees for educational services at the institutions;
(9) To grant diplomas, certificates, or degrees;
(10) To enter into contracts;
(11) To accept grants or contributions of money or property (conditional or otherwise) from government agencies or other sources, which the board may use for its purposes;
(12) To acquire (by gift, purchase, condemnation, or otherwise), own, lease, use, and operate property, whether real, personal, or mixed, or any interest therein, which is necessary or desirable for educational purposes;
(13) To determine that any property owned by the college is no longer necessary for educational purposes and to dispose of the same in such manner and upon such terms and conditions as shall be established by it;
(14) To make and promulgate such rules and regulations, not inconsistent with this chapter, that are necessary and proper for the administration

and operation of the institutions and for the conduct of the business of the board;

(15) To exercise all other powers not inconsistent with this chapter, which may be reasonably necessary or incidental to the establishment, maintenance, and operation of higher learning institutions;

(16) To employ such persons as deemed desirable.

The board meets monthly, alternating the meeting place among the five college locations in the office of the president and the four campus sites. Four members of the board constitute a quorum, and board action requires a majority vote. Minutes of the meetings are taken and maintained by the administrative assistant to the president; they are a matter of public record and are available for examination.

The president of the college plays an active role in the Council of Presidents. This organization, composed of the presidents of the University of Delaware, Delaware State College, and Delaware Tech, coordinates activities among the three institutions. The president of the college is an *ad hoc* member of the Delaware Postsecondary Education Commission. This commission supports and seeks ways to improve postsecondary education in the state of Delaware. The president of the college also cooperates with the State Board of Education through a close working relationship with the superintendent of public instruction.

There is no state-level department for technical and community colleges in the state of Delaware. The president functions as the state director for community college education.

FISCAL

Budget (Fiscal Year 1992)	
Operating budget (includes credit, non-credit industrial training, and special programs)	$44,413,000
Federal Projects	$ 8,200,000
Capital Funding	$12,060,000

Funding Methods

The college is an agency of the state of Delaware and conforms to the budget cycle applicable to all state agencies. No specific formula is used for institutions of higher education. An annual request for state funds, based on present and proposed programs, is submitted to the state budget director and also, at a later date, to the joint finance committee of the General Assembly, which prepares the final budget based on estimated state revenues.

Tuition and Fee Charges

The 1992-93 standard tuition is $29 per credit hour for in-state students, with a maximum quarterly tuition of $348. Tuition for out-of-state students is two and one-half times in-state tuition. Fees are: materials fee per course, $3; student service fee, $10 per quarter (full-time students), $4 per quarter (part-time); application fee, $10. Lab fees vary according to the course.

PROGRAMS

The college is currently offering 76 different technologies that lead to an associate in applied

science degree. In addition, the college offers various programs that lead to a certificate or diploma.

Each program at each campus has an active advisory committee comprising a wide representation of the community interested in the specific program field. Recommendations obtained from the respective program advisory committees are considered in the development of all courses, technical and nontechnical. All nontechnical courses are designed to support the respective technology program or programs.

In essence, the college is involved in the following instructional areas:

- Associate in applied science degree programs
- Diploma programs
- Certificate programs
- Continuing education (including JTPA and special interest)
- Industrial training
- The Delaware Tech/University of Delaware Parallel Program (a transfer offering)

During 1991-92, Delaware Tech served over 32,000 different individuals in all instructional areas and provided customized training activities for 200 Delaware employees.

All associate in applied science degree programs are approved by the board of trustees. Certificate and diploma programs may be approved by the vice president/campus director.

ENROLLMENT

Delaware Technical and Community College has four campuses. The programs include a traditional college curriculum in technical courses; a parallel program in conjunction with the University of Delaware, which enables students to complete their first two years of university work close to home; special interest courses in the evening; and a relatively new and highly adaptable program of industrial training.

The traditional technical program offerings of the college are on a quarter basis of 11 weeks. The university parallel program follows a semester calendar of 15 weeks. All other programs have varied schedules ranging from hours to months, especially industrial training activities. In the fall of 1993 the college will convert to a semester system.

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FLORIDA

by
BEN E. FOUNTAIN

SUMMARY

The Florida Community College System operates under the authority given by the legislature to the commissioner of education, the State Board of Education (the Cabinet), and to the State Board of Community Colleges as set forth in Chapter 240.3 of the Florida statutes. The State Board of Education can veto rules passed by the State Board of Community Colleges but cannot make such rules. The staff of the Division of Community Colleges within the Department of Education reports to the executive director of the State Board of Community Colleges. Each of the 28 community colleges operates under the above authorization through its board of trustees.

HISTORY

Florida's public community college system had its beginning in 1933 when Palm Beach Junior College was established as a public two-year college. In 1955 the Florida legislature established the Community College Council. The council master plan of 1957 recommended a system of public community colleges in Florida. The ultimate goal was to provide post-high school education within commuting distance of 99 percent of Florida's population. Florida became a national model for the orderly development of a statewide system of public community colleges.

In the short span of 15 years, the master plan was realized. By 1972 the last of 28 community colleges had opened its doors to provide accessible and affordable college education. The Florida legislature in 1979 established the State Community College Coordinating Board and in 1983 replaced that board with the State Board of Community Colleges. Since that time, the State Board of Community Colleges has earned the respect of the community colleges by strongly preserving local control represented by local boards of trustees while at the same time establishing systemwide policies and coordination. Indeed, the Florida System of Community Colleges has received national recognition because of this unusual balance between local control and state coordination and funding.

During the period of time described above, postsecondary education needs in Florida were changing. Identifiable changes include an increase in the mean age of students, changes in enrollment patterns, population growth, and changes in population patterns, increased emphasis on economic development, and entry of women into the work force in unprecedented numbers. The Postsecondary Education Planning Commission (PEPC) was established in 1981 to provide overall guidance and direction for the improvement of postsecondary education in Florida. A new community college master plan was developed in 1983 to become part of the broader plan envisioned by PEPC. The 1983 plan was updated in 1988.

GOVERNANCE

The State Board of Community Colleges has 13 members. Eleven are appointed for five-year staggered terms by the governor, approved by four members of the State Board of

Education and confirmed by the State Senate. The commissioner of education is an ex-officio member, and there is a student member with a one-year term.

The role of the state board is to coordinate and oversee the operation of the 28 locally controlled community colleges. The board is responsible for establishing and developing rules and policies that ensure the operation and maintenance of the community college system. The board provides general leadership to the system in all areas. The board also reviews and approves all budgets and recommends budget amendments to the system. The executive director of the Division of Community Colleges is appointed by the State Board of Community Colleges.

FISCAL

Total revenues, receipts, and balances for system in 1988-89 were just over $712 million. Excluding nonrevenue receipts and fund balances, sources were: state, 68.7 percent; student fees, 21.6 percent; other, 9.5 percent. Allocations to institutions are based on maintaining current services for an assigned number of FTE students. Tuition fees are established on a statewide basis. District boards of trustees are allowed a 10 percent maximum discretionary variance to allow for local conditions.

PROGRAMS

Florida statutes (Section 240.301) define four major areas of instruction offered by public community colleges:

- Freshmen- and sophomore-level education parallel to that commonly offered in the state universities
- Occupational education, often referred to as vocational/technical education
- Courses and programs of adult continuing education and community instructional services
- College preparatory courses

Community colleges have also become centers for community educational activities such as business meetings, counseling and guidance services, and cultural events. Some community colleges have established centers to support training for business, industry, and government.

Florida is one of the fastest growing states in the nation. By 1990 the state population is projected to be ranked fourth in the country and third by the year 2000. Florida's community colleges will meet the changing needs of a diverse population by training people for new industries, retraining people to give them new skills, and increasing community knowledge of sensitive issues such as environmental protection.

ENROLLMENT

The number of FTE students for the community college fund is the college credits for which students register, divided by 40, plus the hours of instruction for which students register in other instruction, divided by 900. A student is registered in instruction that is subject to

matriculation and tuition fees upon payment, waiver, or deferment of the fees, pursuant to law and rule, and the recording of the transaction. A student is registered in instruction that is not subject to matriculation and tuition fees when the institution records the enrollment. When any fee refund results from a withdrawn registration, the credits or hours of instruction shall not be included in the calculation of FTE students.

Student headcount increased from 1,143 in 1948-49 to 744,595 in 1981-82. In 1984-85 student headcount was 685,320. Student FTE increased from 879 in 1948-49 to 192,791 in 1981-82. Student FTE in 1985-86 was 139,500 (partially reflecting a change in methodology of calculation that began in 1982-83), and 164,362 in 1988-89. FTE by broad program areas in 1984-85 was about 66,000 in advanced and professional programs, 48,000 in vocational programs, and 16,000 in developmental programs.

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GEORGIA

by
TERRENCE A. TOLLEFSON

SUMMARY

Georgia's 15 two-year colleges are governed by the Board of Regents of the University System of Georgia. All 15 colleges offer transfer and career programs, and three of them also offer vocational-technical programs. Four of the two-year colleges are residential.

HISTORY

The first Georgia junior college, Middle Georgia College, was founded in 1884. The next two, Gordon Junior College and South Georgia College, were founded in 1927. In 1931 the Georgia General Assembly adopted the Reorganization Act, which established the Board of Regents of the University System of Georgia. Other junior colleges were added in 1933, 1961, 1965, 1968, and 1970. DeKalb College was established in 1964 under special legislation, but did not join the University System in Georgia until 1986. In recent years, 11 colleges have deleted "junior" from their names, and one has eliminated the word "community" from its name.

GOVERNANCE

In 1932 the Board of Regents adopted a statement of plan that signified its intent to unify and coordinate the work of these institutions so that the program of each shall be integrated with that of every other and with the system as a whole, and to develop a correlated, harmonious, and symmetrical structure free from wasteful duplications but providing the maximum educational opportunity to students of the state. The principles established in 1932 continue to guide the university system of Georgia today. In 1943 a constitutional amendment made the Board of Regents a constitutional body, and that status was reaffirmed in the 1982 constitution.

The Board of Regents has 15 members. Five are from the state at large and 10 are selected from their respective congressional districts. Members are appointed by the governor and confirmed by the senate. They serve staggered seven-year terms. The chancellor is appointed by the Board of Regents and serves at its pleasure. The board employs standing and special committees that are not specialized by type of college.

The administrative staff members reporting to the chancellor and executive vice chancellor are similarly organized under seven vice chancellors for facilities, services, student services, academic affairs, research and planning, fiscal affairs and treasurer, and university affairs and information technology. There is no separate unit for two-year colleges.

FISCAL

General operating revenues for the Georgia two-year colleges in the 1989-90 fiscal year totaled approximately $105 million, and approximately 75 percent of that total was represented by state appropriations. The balance consisted of student fees, gifts, grants, and

miscellaneous revenues.

Matriculation fees in the 1990 fiscal year for all Georgia resident and nonresident junior college students were $301 per quarter for full-time students and $25 per quarter credit hour for part-time students. Out-of-state residents paid $570 per quarter for full-time students and $45 per quarter credit hour for part-time students. Other required fees range from $10 to $72 per quarter per student at the two-year colleges. DeKalb College had a unique tuition and fee schedule of $20 per quarter hour for Georgia residents and $32 per quarter hour for non-residents.

PROGRAMS

All 15 Georgia two-year colleges offer programs leading to associate degrees, and 12 institutions also offer certificate programs. The 4,188 associate degrees conferred from summer of 1988 through spring of 1989 by all Georgia two-year and senior colleges included 2,367 in liberal arts/general studies, 1,108 in health professions, 372 in business, 82 in engineering fields, 79 in agriculture, and 83 in computer science. All two-year and senior colleges in Georgia participate in the Regents Testing Program (RTP). Since 1973 passing the test has been a requirement for graduation from all associate and baccalaureate programs. Each college administers its own part of the testing program, but the tests are scored in the central RTP office. The RTP consists of a 60-item, multiple-choice test based on 10 reading passages and an assigned one-hour essay. Each essay is graded by three independent raters who do not know the names of the students or the institutions they represent. Students must pass both parts of the test by the time 75 quarter credit hours have been completed or take nondegree-credit courses in remedial reading or writing. In 1988-89 the percentage of students passing the RTP on their first attempt ranged from 28.5 percent to 81.2 percent in the Georgia two-year colleges.

All Georgia two-year and senior colleges offer a mandatory core curriculum in the freshman and sophomore years, which applies to two-year college students in transfer programs. The subject areas and required number of quarter credit hours in each are as follows:

Area	Quarter Credit Hours
I. Humanities	20
II. Mathematics and Natural Science	20
III. Social Sciences	20
IV. Major Area of Study	30
TOTAL	90

A systemwide developmental studies program has been mandated by the Board of Regents since 1974. Students scoring below 350 on the SAT-Verbal or SAT-Math, and students who do not meet their respective institutions' regular admissions standards, are required to take the basic skills examination to determine whether they must take and pass developmental studies courses by the time they complete the first 30 quarter hours of degree credit.

ENROLLMENT

Total headcount enrollment in the Georgia two-year colleges increased from 19,045 in fall 1980 to 35,709 in fall 1989. FTE students grew over the same period from 15,974 to 25,599. The quarterly FTE figure is calculated by dividing the total credit hours by 15.

REFERENCES

Hudson, Cathie M. and Pounds, Haskin R. (Eds.). (April 1990). *University System of Georgia Information Digest, 1989-90.* Board of Regents of the University System of Georgia. Atlanta, Ga.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Vice Chancellor for Research and Planning
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HAWAII

by
JOYCE S. TSUNODA
Chancellor for Community Colleges, University of Hawaii

SUMMARY

The University of Hawaii Community Colleges include six community colleges (Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward) and the Employment Training Office. A seventh college, Hawaii Community College, is located in Hilo on the island of Hawai'i and is currently administered as part of the University of Hawaii at Hilo; it is scheduled to be transferred into the University of Hawaii Community College system in July 1991.

Honolulu, Kapiolani, Leeward, and Windward Community Colleges are located on the island of O'ahu, while Hawaii, Kauai and Maui are located on the islands from which they take their names. Maui Community College also serves the islands of Lana'i and Moloka'i, while the Employment Training Office, on O'ahu, serves the entire state.

As part of the University of Hawaii, the community colleges are committed to the mission of the university:

> To provide all qualified people in Hawaii with an equal opportunity for quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawaii is committed to the development of the state's greatest asset, its people.

Within this context, the community colleges of the University of Hawaii have as their special mission:

- To broaden access to postsecondary education in the state of Hawaii by providing open-door opportunities for students to enter quality educational programs within their community.
- To provide vocational and technical programs that both prepare students for immediate employment and provide the paraprofessionals and trained work force needed by the state.
- To specialize in the effective teaching of general education and other introductory liberal arts and preprofessional courses.
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and noncredit courses and activities.
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the colleges have special competence; and by providing opportuni-

ties for community members to develop their creativity and appreciate the creative endeavors of others.

HISTORY

By the early 1960s the University of Hawaii had grown to such an extent that it set to work on a comprehensive academic development plan to guide its future. In 1963 the second legislature of the state appropriated funds for the university to develop a plan for implementing a statewide community college system. Dr. Richard H. Kosaki, later to become the university's first vice president for community colleges, prepared a report on the feasibility of community colleges in Hawaii and submitted it to the legislature in 1964. Based on Kosaki's report and recommendations, the second legislature passed the Hawaii Community College Act of 1964 (Act 39), which provided for the development and administration of a community college system. The act, declared an "urgency measure," stated that increases in the number of graduates from Hawaii high schools, as well as increases in the number of graduates who wanted to continue their education, indicated a pressing need for the expansion of higher education in the state in the form of community colleges. The act also pointed out that technological changes affecting commerce and industry required facilities to retrain adults who were already employed.

The Community College Act transferred jurisdiction over four state technical schools (Honolulu, Kapiolani, Kauai, and Maui) from the Department of Education to the University of Hawaii, and these campuses formed the original core of the community college system. Leeward Community College opened its doors in 1968, followed in 1972 by Windward Community College. The Employment Training Office, initially called the Manpower Training Office, was established in 1962 within the Department of Education in response to the national Manpower Development and Training Act; in 1968, under Act 71 of the Hawaii State Legislature, the Employment Training Office and its programs were transferred into the University of Hawaii Community College System. And in 1969 the state technical school on Hawaii became Hawaii Community College, which, though merged in 1970 with the University of Hawaii at Hilo, will join the community college system in July of this year.

GOVERNANCE

The University of Hawaii system is governed by a board of regents, composed of 11 members, appointed by the governor and confirmed by the state senate. Each county in the state (some counties encompass more than one island) is represented on the board. The Hawaii state constitution defines the functions and powers of the board to govern the university, including the community colleges. Policy set by the board is carried out by the executive officer of the board, the president of the university. The board regularly reviews existing policy and modifies it or adopts new policy as needed. It takes an active role in the management of the affairs of the university, determining the establishment and termination of programs, approving the university budget, and overseeing expenditures. The board has provided direction to the community college system by mandating open-door admission, low tuition, quality teaching, educational guidance, the development of comprehensive programs, and responsiveness to the community that each college serves.

FISCAL

The University of Hawaii, as the only public institution of higher education in the state,

receives the bulk of its funding for operational and capital programs through appropriation from the Hawaii State Legislature; funding for the community college system in fiscal year 1989-90 amounted to slightly more than $59 million. In addition, each community college campus receives extramural funds from a variety of sources to support and develop innovative programs and to expand services to targeted student populations.

Financial planning and resource allocation is conducted in conjunction with institutional planning, as defined in the educational development plan for each campus. Each educational development plan is a comprehensive statement of functions, objectives, and resource requirements for a six-year period and is developed with input from all segments of the institutional community. Each campus budget is submitted via the administration of the University of Hawaii and its board of regents to the governor, and ultimately to the Hawaii State Legislature. Funds released to the University of Hawaii are then directed to the campuses.

For fiscal year 1989-90, the tuition for full-time students (those taking 12 or more credit hours) was $200 per semester for Hawaii residents and $1,230 per semester for nonresidents. The tuition for part-time students was $17 per credit hour for Hawaii residents and $103 per credit hour for nonresidents.

PROGRAMS

The University of Hawaii Community Colleges strive to offer a well-balanced array of educational programs and courses in response to the diverse needs of people and communities throughout the state. Each campus offers a comprehensive two-year associate in arts degree that prepares students for transfer to a baccalaureate program. Each campus also offers two-year associate in science degrees, and in some cases one-year certificate of achievement degrees, in a wide variety of vocational programs, including business education, health services, public service occupations, and a number of trades and technologies. All campuses are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Because it isn't possible for every campus to offer instruction in all vocations, certain O'ahu campuses offer curricula that serve the entire state, and they reserve space in these programs for students from the neighbor islands. In addition, the neighbor island campuses, as the only institutions of higher education in their counties, offer the widest variety of vocational courses for which there is a continuing demand. Where gaps exist in vocational training, the Employment Training Office seeks to meet the demand by providing flexible, competency-based, job-specific programs for training needs in the state.

ENROLLMENT

The community colleges today enroll nearly 21,000 students per semester in credit programs, representing more than half of the enrollment in the entire University of Hawaii system. An additional 20,000 students are enrolled in noncredit programs, including apprenticeship and journey-worker programs.

The number and proportion of part-time credit students has risen steadily in recent years, and this group now represents well over half of the community colleges' student population; the average course load carried by credit students is 9.0 semester hours. In addition, the number and proportion of women attending the community colleges continues to increase, and now stands at about 57 percent of the student population. The mean age of students is 26.4 years, and for the past five years, the proportion of students enrolled in preprofessional (liberal

arts) programs and those in vocational programs has remained relatively static at 49 percent and 33 percent respectively. More and more students, however, are enrolling as unclassified students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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IDAHO
Community Colleges

by
TERRENCE A. TOLLEFSON

SUMMARY

Idaho has two community colleges, the College of Southern Idaho and North Idaho College. General oversight is exercised by the Idaho State Board of Education. The missions and goals of the two Idaho community colleges are characterized as including open-door admissions with guided placement in a broad array of college transfer, vocational-technical, adult basic, continuing education, and community service programs.

HISTORY

North Idaho College was founded as Coeur d'Alene Junior College, initially a private school, in 1933. In January 1939 the state legislature passed the Junior College Act, which permitted the establishment of public junior colleges in qualified areas by vote of the eligible electors. In June of the same year, North Idaho Junior College was established. The district includes Kootenai County, and its primary service area encompasses the other four northern counties of Bonner, Shoshone, Benewah, and Boundary. The college name was changed to North Idaho College in July 1971.

The College of Southern Idaho in Twin Falls was established by a vote of the electors in November 1964. It serves Area IV, as designated in a 1965 statute that defined six such junior college areas. Counties in the district's service area include Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls, as well as parts of Elmore and Owyhee counties.

GOVERNANCE

The State Board of Education exercises general supervision over all state educational institutions, including community colleges. The State Board's responsibility for community colleges includes review of requests for legislative appropriations and approval of educational programs. The governor appoints seven members of the state board for terms of five years each, subject to senate confirmation.

Each community college is governed by a board of trustees of five resident electors, who are elected to staggered six-year terms. The board of trustees of each community college has broad powers, including powers to adopt rules and regulations for the board and the college; to appoint legal counsel and employees; to acquire, hold, and dispose of property; to accept grants; to cooperate with individuals and agencies; and to invest district funds pursuant to state law.

FISCAL

The Idaho community colleges have a combined total budget for fiscal year 1992-93 of $9,225,044. Approximately 20 percent of that total consists of county taxes. Tuition and fees

from students and additional tuition paid by the counties comprise approximately 16 percent of the budget, and the balance comes from state funds.

PROGRAMS

Programs are offered in college transfer, vocational-technical, adult basic, GED, and other areas emphasizing employment and economic development.

Associate of arts degrees are conferred upon graduates of college transfer programs requiring at least 64 semester credits, with at least 32 of those credits in general education. Associate of science degrees are awarded for college transfer programs emphasizing mathematics and science. These programs require at least 27 credits in general education and 64 credits in all. Associate of applied science degrees are conferred upon students who complete vocational-technical programs of at least 68 semester credits, of which 12 credits must be in general education.

Vocational and technical programs between nine months and two years in length lead to certificates of applied science.

All associate degree programs and certificate of applied science programs require cumulative grade point averages of at least 2.0.

Certificates of completion are awarded to students who complete vocational-technical programs of less than nine months in length, and to students who attend for more than nine months but do not attain cumulative grade point averages of 2.0.

ENROLLMENT

One academic full-time equivalent (FTE) student equals 15 semester credit hours in one semester or 30 in a year. One vocational FTE equals 960 clock hours in a year. Total headcount enrollment in the fall of 1991 approximates 7,500 students, with about 72 percent in academic programs. This marks a 28 percent increase in headcount enrollments at both colleges.

REFERENCES

All information in this chapter was obtained from materials provided by the president of the College of Southern Idaho, Gerald R. Meyerhoeffer.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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IDAHO
Postsecondary Vocational-Technical Colleges

by
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State Administrator,
State Division of Vocational Education

Revised by
TRUDY ANDERSON
State Administrator,
State Division of Vocational Education

SUMMARY

IDAHO CODE 33-2201. Assent to Smith-Hughes Act. — The State of Idaho hereby accepts the benefits and provisions of an act of Congress approved February 23, 1917, entitled, "An act to provide for the promotion of vocational education; to provide for the cooperation with the states and the promotion of such education in agriculture and the trades and industries; to provide for the cooperation with the states in preparation of teachers of vocational subjects; and to appropriate and regulate its expenditure," commonly known as the Smith-Hughes Act.

There are six postsecondary vocational-technical schools in Idaho. Two are units within community colleges, and one is a two-year technical college. There are three schools within a four-year college/university structure. These six schools by state-designated mission perform a community college function. The six schools are: Boise State University Vocational-Technical School, College of Southern Idaho Vocational-Technical School, Eastern Idaho Vocational-Technical School, Idaho State University Vocational-Technical School, Lewis Clark State College Vocational-Technical School, and North Idaho College Vocational-Technical School.

The postsecondary vocational-technical schools fulfill a community college function through their occupational training programs, prevocational programs, upgrading and re-training courses, community service activities, and the adult basic education program.

The primary purpose of vocational education programs offered in the state's public and private schools is to provide the enrollees with the skills, attitudes, abilities, knowledge, safe work habits, and proper appreciations necessary to enter employment in recognized occupations of less than professional level as either wage earners or entrepreneurs, and to succeed and advance in that employment. Vocational education at the secondary level should be a developmental process, providing maximum options for students to find employment or pursue postsecondary vocational education programs. Postsecondary vocational education programs should provide basic entry-level skills and upgrading or advancement in the students' selected occupational areas.

HISTORY

Vocational education became established in the public schools with the enactment of the Smith-Hughes Act by Congress in 1917. The act provided federal fund assistance to local education agencies for the promotion of vocational education. Idaho, through legislative action, began participation in this program in 1919. Later, general account funds were

appropriated to combine with federal funds to provide supplemental support for high school programs and full funding for the six postsecondary vocational-technical schools.

Vocational education has changed from a predominantly secondary course of study to one that includes a wide range of postsecondary and adult programs. Statewide, the program currently serves about 30,000 high school students, 5,000 postsecondary students, and 25,000 adults.

The Smith-Hughes Act of 1917 provided funds for the delivery of vocational education programs administered through the State Board for Vocational Education. In 1919 the Idaho state legislature passed legislation creating the State Board for Vocational Education; the State Division of Vocational Education was created as the administrative agency.

The State Division of Vocational Education was established to administer the federal act. The purpose of the act was to promote and operate full-time programs in vocational agriculture, home economics, and trade and industrial education, with provision for teacher education in these fields. The act also provided for part-time instruction for employed adults to enable them to upgrade their skills. The act limited instruction to those occupations below the baccalaureate level.

GOVERNANCE

State Board for Vocational Education—Powers and Duties. The State Board of Education is hereby designated as the State Board for Vocational Education for the purpose of carrying into effect the provisions of the federal act, known as the Smith-Hughes Act, amendments thereto and any subsequent acts now or in the future enacted by the Congress affecting vocational education, and is hereby authorized to cooperate with the United States Office of Education, Vocational Division, or any other agency of the United States designated to administer such legislation, in the administration and enforcement of the provisions of said act, or acts, and to exercise such powers and perform such acts as are necessary to entitle the state of Idaho to receive the benefits of the same, and to execute the laws of the state of Idaho relative to vocational education; to administer the funds provided by the federal government and the state of Idaho under the provisions of this chapter for promotion of vocational education.

Membership—Appointment—Term of Office—Qualifications—Place of Office. The State Board of Education shall consist of the state superintendent of public instruction, who shall be an ex-officio voting member and who shall serve as executive secretary of the board for all elementary and secondary school matters, and seven members appointed by the governor, each for a term of five years. Appointment to the board shall be solely upon consideration of the ability of such appointees efficiently to serve the interests of the people, and education, without reference to locality, occupation, party affiliation, or religion. Any person appointed to said board shall have been a resident of the state for not less than three years prior to the date of appointment; and shall qualify and assume the duties in accordance with laws governing similar appointments to, and qualifications for, an office on other state boards. All appointments of members to the State Board of Education made after the effective date of this act must be confirmed by the senate. The State Board of Education, when acting as the State Board for Vocational Education, shall hold two regular meetings annually.

State Board to Appoint Administrator—Designation of Assistants—Duties. The State Board of Education shall appoint a person to serve as an administrator to the State Board for Vocational Education, who shall be known as the administrator of vocational education. He/she shall designate, by and with the advice and consent of the State Board for Vocational Education, such assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the state of Idaho.

The administrator of vocational education shall also carry into effect such rules and regulations as the State Board for Vocational Education may adopt, and shall coordinate all

efforts in vocational education approved by the board with the executive secretary, and shall prepare such reports concerning the condition of vocational education in the state as the State Board for Vocational Education may require.

Powers of the Board. It shall have full power to formulate plans for the promotion of vocational education in such subjects as are essential and integral parts of the public school system of the state of Idaho, and to provide for the preparation of teachers of such subjects. It shall have full power to fix the compensation of such officials and assistants as may be necessary to administer the federal act herein referred to, and to pay such compensation and other necessary expenses of administration from funds appropriated in this chapter and from money received under the provisions of the federal act. It shall have authority to make studies and investigations relating to vocational education in such subjects; to promote and aid in the establishment of local communities of schools, departments, or classes, giving training in such subjects; to cooperate with the local communities in the maintenance of such schools, departments, or classes; to prescribe qualifications for teachers, directors, and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors, and supervisors, subject to the laws and rules governing the State Board of Education; to cooperate in the maintenance of classes supported and controlled by the public for the preparation of teachers, directors, and supervisors of such subjects, or to maintain such classes under its own direction and control; to establish and determine by general regulation the qualifications to be possessed by persons engaged in the training of vocational teachers.

FISCAL

Vocational education funding sources are made up of state, federal, and local fees. State funds equal 79 percent. Federal funds make up 19 percent, and 2 percent are local funds. Secondary programs are funded under a formula and weighted by: (1) relative ability to provide resources, (2) low-income families, (3) whether the county is economically depressed, and (4) new program offerings. Direct grants are also issued in certain instances.

Postsecondary schools are fully funded by state general account revenue, federal funds, and some local fees. Adult classes are funded primarily through user fees. Idaho, by constitution, may not charge tuition, but fee charges for vocational students who attend four-year state institutions average $1,035, whereas the two-year institutions average $711.

PROGRAMS

The six postsecondary schools submit programs to the State Division of Vocational Education. The state board has final authority. The types of programs include vocational technical certificates and associate of applied science programs; and adult basic, adult continuing, high school equivalency, job training partnership, industry-related, short-term, customized, industry-specific, entry-reentry, retraining, upgrading, apprenticeship, fire service, and economic development projects.

ENROLLMENT

FY 1990 Pre-employment Enrollment	
Head Count	4,434
Student VFTE	3,482

FOR ADDITIONAL INFORMATION CALL OR WRITE

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ILLINOIS

by
DAVID R. PIERCE
Former Executive Director, Illinois Community College Board

Revised by
CARY A. ISRAEL
Executive Director, Illinois Community College Board

SUMMARY

The Illinois Community College Board has statutory responsibility for administration of the Public Community College Act (Illinois Revised Statutes, 1985, Chapter 122, articles I through VIII). There are currently 40 public community college districts, composed of 50 colleges. Thirty-eight of the districts have a single college while two districts are multicollege. As of July 1990 the entire state is included within community college district boundaries.

The mission of the Illinois Community College Board, as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes collaboration within the system, and accommodates those state initiatives that are appropriate for community colleges.

In carrying out its mission, the Illinois Community College Board affirms its commitment to the "educational development of all persons to the limit of their capacities" as established in the Illinois Constitution. The board further affirms its commitment to providing leadership and direction to the community college system in ways that maximize local autonomy but which assure that each local institution is allowed an equal chance of success. The board accepts its role as a coordinating agency and believes that, in this role, it is an integral partner with local boards of trustees in providing a framework for successful learning experiences for all Illinois residents.

The board commits itself to the following principles in implementing its coordinating responsibilities for the community college system:

- Society's values can and must be shaped and revised by community colleges, where leadership, integrity, humanity, dignity, pride, and caring are purposefully taught and modeled
- The focus of all activities within the system should be quality and excellence
- Expressions and manifestations of bigotry, prejudice, and denigration of character are intolerable in the Illinois community college system
- Experiences of community college students should be directed at developing each individual into an informed, responsible, and contributing citizen
- No individual is inherently more important than another, and each must be provided an equal opportunity to achieve success, regardless of heritage or environmental condition.

- The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fiber of the community

- The Illinois community college system has a responsibility to be accountable for both its activities and its stewardship of public funds

HISTORY

Illinois is prominently identified with the early history of the community and junior college movement in the United States; Joliet Junior College, established in 1901, is the first public junior college in the nation. Illinois adopted its first junior college legislation in 1931, which permitted the Board of Education of Chicago to establish, manage, and provide for the maintenance of one junior college offering two years of college work beyond the high school level as part of the public school system of the city.

The first Junior College Act became law on July 1, 1937 and provided for the development of the junior college system as a part of the public school system. It made no provision for the charging of tuition, nor did it stipulate that educational opportunities available through the junior colleges would be provided without charge to the students. Other provisions of the law allowed establishment of junior colleges by board resolution in districts with a population between 25,000 and 250,000, establishment of junior colleges in smaller districts by referendum, and validation of all operating districts established prior to 1937.

In 1943 legislation was adopted to hold referenda to set separate tax rates for both education and building funds to support junior college operations. State funding for junior colleges, however, was not established until 1955. Seven new public junior colleges were established in Illinois between 1955 and 1962, bringing the total to 18. Rock Island, Moline, and East Moline joined to form Black Hawk College in 1961, the first junior college created separate from a common school district.

In 1951 the Illinois General Assembly enacted legislation setting forth standards and procedures for establishing junior colleges. This action repealed the legislation that allowed establishment of junior colleges in districts with populations in excess of 25,000 by action of a resolution of the board of education. In 1959 separate junior college districts were authorized by allowing any compact and contiguous territory to be organized as a junior college district with an elected board of education with authority to maintain and operate the college and levy taxes for its operation. State funding for junior college operations was first appropriated in 1955.

As a result of recommendations of the Commission of Higher Education, legislation was adopted in 1961 creating the Illinois Board of Higher Education. According to the legislation, the Illinois Board of Higher Education had responsibility for conducting comprehensive studies on higher education needs; development of information systems; approval of new units of instruction, research, or public service in all public colleges and universities; budget review of public colleges and universities, with recommendations to the governor and General Assembly; approval of all capital improvements; surveys and evaluation of higher education; and preparation of "a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula, standards of higher education in the areas of teaching, research, and public service." Although junior colleges were legally under the jurisdiction of the superintendent of public instruction at this time, a section of the enabling legislation for the Illinois Board of Higher Education contained the following statement concerning junior colleges:

> In the formulation of a master plan of higher education and in the discharge of its duties under this act, the board shall give consideration to the problems and attitudes of junior colleges . . . as they relate to the overall policies and problems of higher education.

In July 1964 the final draft of a master plan for higher education was published. As a result, the Junior College Act of 1965, the foundation for today's system of public community colleges in Illinois, was adopted. It contained the following key provisions:

- Provided that the junior colleges would come under the jurisdiction of the Illinois Board of Higher Education rather than remain a part of the common school system
- Provided for establishment of a system of locally initiated and administered comprehensive Class I junior college districts
- Mandated that on August 1, 1965 all junior colleges operating in school districts where separate educational and building fund tax levies had been established for the college become separate junior colleges, classified as Class II districts
- Provided that school districts operating a junior college without a separate tax could continue to maintain the program as grades 13 and 14
- Set forth procedures for converting Class II districts to Class I districts
- Created a legal base for the establishment of public comprehensive districts with locally elected boards in a system coordinated and regulated by a State Junior College Board, which in turn related to the Illinois Board of Higher Education, as did the governing boards of the other public colleges and universities
- Set forth the powers and duties of the Illinois Board of Higher Education, the Illinois Junior College Board, and the boards of the local junior college districts as individual entities and in relation to one other
- Included provisions for local-state sharing of capital funding, acquisition of sites, operational funding, and annexations and disconnections of territory
- Made local and state financial support for junior college attendance applicable to all Illinois residents, whether they resided within the boundaries of a junior college or not

On July 15 1965 the Junior College Act became effective, and on August 1 the school boards of districts operating junior colleges with separate educational and building rates became the boards of the newly constituted Class II districts. Also in August 1965 Gov. Kerner appointed the nine members of the first Illinois Junior College Board. In 1973 the term "junior" was changed to "community" in the statute.

GOVERNANCE

The Illinois Community College Board consists of 11 members appointed by the governor with the consent of the Senate, and one nonvoting student member selected by the Student Advisory Committee. Board members are appointed at large for six-year terms, with the chairman appointed by the governor and the vice chairman elected by board members. The Illinois Community College Board meets eight times a year.

The members of the board must be citizens and residents of the state of Illinois and are selected on the basis of their knowledge of community colleges. A member of the board cannot engage in employment for which he or she receives a regular salary from public funds and cannot hold current membership on a school board or a board of trustees of a public or nonpublic college, university, or technical institute.

The board is empowered with regulatory as well as coordinating responsibilities. The following coordinating/regulatory powers and duties are assigned to the board in statute:

- Make and provide rules and regulations not inconsistent with the provisions of the Public Community College Act
- Develop articulation procedures to the end that maximum freedom of transfer among community colleges and between community colleges and degree-granting institutions be available
- Organize and conduct feasibility surveys for new community colleges or for the inclusion of existing institutions as community colleges and the locating of new institutions
- Approve all locally-funded capital projects
- Cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities, and any other problem of community college education
- Enter into contracts with other governmental agencies and accept federal funds and plan with other state agencies for the allocation of such federal funds
- Determine efficient and adequate standards for community colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration, and supervision
- Determine the standards for establishment of community colleges and the proper location of the site in relation to existing institutions of higher education
- Approve or disapprove new units of instruction, research, and public service
- Participate and assist in the coordination of programs of interinstitutional cooperation with other public and nonpublic institutions of higher educa-

tion, and establish guidelines regarding sabbatical leaves

- Establish guidelines for the admission into special, appropriate programs conducted or created by community colleges for elementary and secondary school dropouts

- Grant recognition to community colleges that maintain equipment, courses of study, standards of scholarship, and other requirements set by the state board

- Prepare and submit to the state comptroller vouchers for credit hour grants, special populations grants, economic development grants, equalization grants, advanced technology equipment grants, and retirees health insurance grants, and distribute such other special grants as may be authorized by the General Assembly

The Illinois Board of Higher Education is the administrative agency with responsibility for all higher education sectors in Illinois. As such, it approves the instructional programs, capital projects, and systemwide operating and capital budgets for the public community college system after action by the Illinois Community College Board. In addition, the Illinois Board of Higher Education is charged with periodically reviewing all existing programs at the community colleges and universities and advising the appropriate board of control when such programs are not academically and economically justified.

FISCAL

Illinois public community colleges receive funding from three major sources: local property taxes, student tuition and fees, and state appropriations.

The appropriation process begins with the Illinois Community College Board submitting a fiscal year system operating budget request to the Illinois Board of Higher Education, which evaluates the community college system request while considering the state's total higher education priorities. Requests for state funding for the community college system are introduced in the state legislature, usually at the level recommended by the Illinois Board of Higher Education.

Early in the legislative session, the governor proposes a state budget. The Illinois Board of Higher Education then allocates the governor's higher education budget among the state's five higher education systems if the governor's budget for higher education differs from its own. It is then the responsibility of the legislature to appropriate funds at the level it desires and to authorize the distribution mechanism for its appropriations. The process is completed when the governor signs the appropriation and spending authorization bills passed by the legislature.

Conceptually the community college state appropriation is equal to an estimate of funds needed, less an estimate of funds available to the community college system. The estimate of funds available to the community college system centers on four sources of revenue: local property tax receipts, student tuition and fees, other state grants, and federal and other miscellaneous revenues.

Local property tax extensions are determined by multiplying the statewide total community college projected equalized assessed valuation by the average tax rate. This amount, less adjustments for collection losses, nondistrict chargebacks, and equalization, yields estimated local tax receipts.

Statutorily, community colleges cannot charge tuition and fees that exceed one-third of their per capita cost. Actual tuition and fee rates range from $21 to $42 per semester credit hour. A statewide average tuition calculation is used in the funding formula.

Community colleges receive additional revenue from a number of other sources. For example, the State Board of Education distributes grants for adult education and vocational education in support of specific instructional programs. In addition, the corporate personal property tax revenues eliminated in 1979 as part of local property taxes have been replaced by revenues from new taxes on corporations, partnerships, and utilities. The revenues generated from these taxes are distributed to community college districts. In addition, community college districts receive funds from a variety of other federal, state, and local sources. Given the difficulty of making accurate projections of this revenue, the community college funding plan provides that miscellaneous revenue is projected based on the percentage it represented of all revenue for the most recent historical year.

The estimate of funds needed by the system is determined by adjusting the most recent actual expenditures for anticipated cost increases. The final appropriation to the Illinois Community College Board is then distributed in the form of grants to the community college.

Credit hour grants are paid for each of the system's seven instructional categories. The credit hour rate for each instructional category is determined by calculating the unit cost of that category and subtracting the system's other available resources from the projected unit cost in each instructional category.

Equalization grants attempt to reduce the disparity in local funds available per student among districts. A state average of equalized assessed valuations per full-time equivalent student, multiplied by a weighted average local tax rate, determines an amount of expected local tax revenues per student. Any community college district that is below this amount when applying a standard tax rate to its equalized assessed valuation per full-time equivalent student receives additional state funding.

Special grants to support programs and services for disadvantaged students, economic development activities, and advanced technology equipment purchases also are included in the community college appropriation. These grants must be held in a restricted account by the college and used only for their specified purposes.

PROGRAMS

Each of the 50 public community colleges is a comprehensive college in that it provides extensive instructional and student support services to serve the needs of individuals as well as public services to address the needs of the community. The instruction available includes the first two years of baccalaureate education to prepare students to transfer to four-year colleges and universities; remedial/developmental education for individuals needing basic education skills in order to seek employment or pursue further education; and occupational education from among 240 specialities for employment training or retraining. The 50 community colleges provide 3,500 associate degree and certificate programs.

All programs offered within the community college system must be approved by the Illinois Community College Board and the Illinois Board of Higher Education, on the basis of need, quality, and cost. To qualify for federal vocational education funding, occupational programs must also be approved by the Illinois State Board of Education, the administering agency for the Carl D. Perkins Vocational and Applied Technology Education Act. Community colleges have the flexibility to create additional certificates and degrees that are closely related to these board-approved programs and to modify programs as needed to keep them up to date. The Illinois Community College Board requires that each community college

evaluate each of its existing education programs and services at least once every five years to ensure that the programs continue to be justified on the basis of need, quality, and cost.

The range of total number of credit hours required for completion of an associate degree curriculum must be within the following parameters:

- For the associate in arts degree and the associate in science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent

- For the associate in applied science degree, a total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which it can be demonstrated that accreditation or licensure requires additional coursework

- For the associate in general studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent

Each associate degree curriculum must include an identifiable general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science.

ENROLLMENT

At the end of registration for the fall 1990 term the 50 public community colleges in Illinois enrolled 352,898 students in instructional credit courses, an increase of 3.3 percent from the fall 1989 term. This compares to a 359,047 headcount enrollment in the fall 1980 term. The full-time equivalent enrollment for the fall 1990 term was 181,524, a increase of 4.1 percent from the fall 1989 term. This compares to a 173,745 full-time equivalent enrollment in the fall 1980 term.

Nearly 39 percent of the fall 1990 students were enrolled in baccalaureate/transfer programs or courses. Forty percent of the students were enrolled in occupational programs or courses, and the remaining students were taking courses in other program areas.

An analysis of headcount enrollment by instructional program area from the fall term of 1989 to the fall term of 1990 shows that enrollments in general associate, prebaccalaureate/transfer, occupational, adult basic, and adult secondary programs increased, and enrollments in vocational skills and general studies certificate programs decreased.

In the fall term of 1990, 69.8 percent of the students attending public community colleges in Illinois attended part-time. Fifty-eight percent of the students were women. Seventy-one percent of the students were White, 14 percent were African American, and 9 percent were Hispanic. The median age of the students was 30 years.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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Springfield, Illinois 62701-1874
TELEPHONE: (217) 785-0123
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INDIANA

by
CLYDE R. ENGLE
Commissioner, Commission for Higher Education

SUMMARY

Indiana does not have community colleges. One- and two-year programs are delivered by a number of other kinds of institutions: a public junior college; a statewide, multicampus, vocational technical college system; and regional and main campuses of the state's five senior institutions.

Indiana's public junior college, Vincennes University, which is the oldest postsecondary institution west of the Allegheny Mountains and north of the Ohio River, was established as a private college in 1801. Always a two-year institution, Vincennes began receiving state support in the mid-1960s and continues its mission as a residential two-year campus enrolling, for the most part, recent high school graduates in transfer-oriented and job-specific programs.

Indiana Vocational Technical College (IVTC), established in 1963, is a statewide multicampus system designed to deliver nontransfer-oriented vocational technical education courses and programs up to the associate degree level. There are 13 main campuses of IVTC, several other extension sites, and a central administrative unit.

The state's five senior institutions, especially the regional campuses of Indiana University and Purdue University, also provide transfer-oriented two-year programs — mostly at the associate degree level. In addition, Purdue University, through a program called State-wide Technology, brings two- and four-year transfer-oriented technology programs to several underserved areas of the state.

The Indiana Commission for Higher Education was created by a legislative act in 1971 to plan, develop policy for, and coordinate postsecondary education in the state.

GOVERNANCE

Each public institution of postsecondary education in Indiana has its own governing board. The Indiana Commission for Higher Education plans and coordinates public postsecondary education, defines educational missions, reviews operating and capital budget appropriation requests, approves or disapproves new branches or campuses, reviews existing programs, and approves or disapproves new certificate and degree programs. The commission also reviews the budget requests of the State Student Assistance Commission.

The commission has 14 members, appointed by the governor. Ten represent the state's 10 congressional districts, two are at-large members, one is a faculty member, and one is a student. The faculty and student members are each appointed for one-year terms; the remaining members are appointed for staggered four-year terms. Except for the faculty and student members, commission members may not be employees of Indiana educational institutions, the state, or any political subdivision of the state. The commission staff includes the office of the commissioner and units for academic affairs, financial affairs, and planning and policy studies.

ENROLLMENT

The fall headcount enrollment of Vincennes University increased from 3,838 in 1977 to 9,160

in 1990. Total headcount enrollment for Indiana Vocational Technical College grew from 16,019 in the fall of 1977 to 28,931 in 1990. Fall FTE enrollment at Vincennes University, including the extension and Jasper enrollments, rose from 3,707 in 1976 to 7,277 in 1987. Indiana Vocational Technical College's fall FTE enrollment totaled 9,190 in 1976 and increased to 14,017 in 1990. Annual FTE enrollment at Vincennes University was 3,586 in FY1979 and 7,247 in FY1990. Total Indiana Vocational Technical College annual FTE enrollment was 12,290 in FY1979 and increased to 17,406 in FY1990.

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Commission for Higher Education. (April 21, 1988). *A Summary of Key Time Sources Describing Enrollments in Indiana Postsecondary Educators*. Indianapolis, Ind.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Commissioner
Indiana Commission for Higher Education
101 West Ohio Street, #550
Indianapolis, Indiana 46204
TELEPHONE: (317) 232-1900
FAX: (317) 232-1899

IOWA

by
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Iowa Department of Education

Revised by
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Bureau of Educational & Student Services, Division of Community Colleges
Iowa Department of Education

SUMMARY

Community colleges in Iowa, authorized by Chapter 280A, Iowa Code, constitute a statewide system of public two-year postsecondary educational institutions. Each of the 15 community colleges serves a multicounty merged area; all counties in the state are now included in these merged areas. Fourteen of the community colleges are approved as comprehensive community colleges, and one is approved as a technical college. It is currently considering applying for community college status.

The policy statement describing the educational opportunities and services to be provided by community colleges is included in Section 280A.1, Iowa Code. The statement identifies the following 11 items, but does not limit the community colleges to those 11:

- The first two years of college work including preprofessional education
- Vocational and technical training
- Programs for in-service training and retraining of workers
- Programs for high school completion for students of post-high school age
- Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private
- Programs for students of high school age that provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school
- Student personnel services
- Community services
- Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent succeeding in regular vocational education programs
- Training, retraining, and all necessary preparation for productive employment of all citizens

- Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school

HISTORY

The first two-year postsecondary educational institution in Iowa was established in the Mason City schools in 1918. At the time this junior college was organized, there was no law authorizing these two-year postsecondary educational programs. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools in 1919.

Additional public junior colleges were organized beginning in 1920, and the movement spread rapidly until by 1930 at least 32 towns and cities in Iowa had organized public junior colleges as part of their public school systems. The Iowa public junior college movement reached its crest in 1927 when nine public junior colleges were organized. After 1930 no public junior colleges were organized until 1946, when Clinton Junior College was founded.

In 1927 the 42nd General Assembly passed the first law authorizing the establishment of public junior colleges. The law permitted the establishment of schools of higher order than an approved four-year high school course. The schools had to be duly authorized by the voters and approved by the state superintendent of public instruction. Such schools were able to include postsecondary courses of one or two years. The state superintendent was authorized to prepare standards and provide adequate inspection of these junior colleges.

In 1931 the 44th General Assembly approved the first restriction to the development of public junior colleges. This legislation prohibited the establishment of a public junior college in any school district having a population of less than 20,000. The 49th General Assembly in 1941 reduced the population requirement to 5,000.

In anticipation of the difficulty junior colleges might have in the Depression years of the 1930s, the 45th General Assembly in 1933 passed legislation that provided that nothing in the Iowa code could prohibit a school board from temporarily discontinuing a junior college and then opening it again at a later date. The expected enrollment decline did not materialize; enrollments actually increased during these years.

In 1949 the 53rd General Assembly established the concept of school aid to junior colleges by approving the payment of 25 cents per day of attendance for each student enrolled for 12 or more semester hours. In 1957 the 57th General Assembly increased the amount to $1 per day. The 59th General Assembly in 1961 further increased state aid to $1.15 per day for nonresidents.

Between the years 1918 and 1953, 35 different public junior colleges were established through the operation of public school districts. Some of these colleges closed, although 10 of the closed colleges later reopened. The enrollment trend steadily increased over the years with the exception of World War II. During the period from 1955 to 1966, which immediately preceded the initiation of community colleges, enrollment almost quadrupled. By 1965, 16 public junior colleges were operating in Iowa, and the total enrollment during the fall 1965 semester was 9,110. The colleges were operated by local public school districts; each was administered by a dean who reported directly to the local superintendent. These institutions offered college-parallel programs equivalent to the first two years of the baccalaureate program and a limited number of occupational programs and adult education opportunities.

The 16 public junior colleges operating during 1965 were located for the most part in small communities, which curtailed the tax base and the bonding capacity for the support of the colleges. According to the 1960 census, not one of these junior colleges was located in any of the seven most populous counties in the state.

The public junior colleges were confronted with several problems. Each college was an

expansion of a local school district curriculum and, as a result, many of the activities were entwined with those of a local school. Many, if not all, of the staff held dual teaching assignments in the local high school and in the junior college. Separate facilities for the public junior colleges were usually not available, and the local board of directors ordinarily gave the major part of its attention to the elementary and secondary education programs.

In 1958 Congress initiated a development parallel with the public junior college movement. Title VIII of the National Defense Education Act (NDEA) made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation, the State Board of Public Instruction modified the state vocational education plan to make local school districts and Iowa State University eligible to operate as "area schools." This legislation included a specific allocation of funds to develop area vocational programs under NDEA's Title VIII, a designation of area vocational-technical high schools, and the authorization for tuition students to attend these schools and programs.

The State Board of Public Instruction eventually designated a total of 15 schools as area vocational-technical high schools. These schools were also designated as area schools for the purposes of Title VIII, and were also used to initiate programming for the Manpower Development and Training Act.

Even though public junior colleges and area vocational-technical high schools offered some opportunities for college parallel and preparatory vocational education programs, enrollment opportunities were limited for most Iowans. In 1959 the 58th General Assembly appropriated $25,000 to the Iowa Legislative Research Bureau to make a policy study of the needs of higher education in Iowa. Included in this report was a recommendation to establish regional community colleges. The report also contained the recommendation that the state pay at least half the cost of building and operating these colleges. As a result of Gibson's study the General Assembly directed the Department of Public Instruction to conduct a two-year study on a statewide plan for the development of public area community colleges and further indicated that the study should also investigate the availability of vocational and technical education in Iowa high schools and provide recommendations for improving this education.

The Department of Public Instruction submitted its report, *Education Beyond High School Age: The Community College*, to the General Assembly in December 1962. The report proposed recommendations and enabling legislation. It recommended restructuring the county educational system and forming 16 area education districts whose boundaries would be drawn along existing school district lines, and which came to be referred to as "merged areas." The districts were intended to provide complementary programs and services to the local school districts. It was envisioned that the area districts would also serve as a legal structure through which a statewide system of community colleges could be developed.

Each of the proposed area education districts was identified and defined around minimum criteria, intended to insure enough human and financial potential to adequately offer programs of both intermediate and community college education. These criteria are summarized as follows:

- The cultural, social, and economic community characteristics existing in an area or region were considered
- The area must have the capability of establishing a single administrative structure for its public area community college with an attendance center or centers located so as to be within one hour's driving time of the majority of the students served
- The area needed to possess a minimum assessed taxable valuation of $150 million

- A minimum area school enrollment of 5,000 public, private, and parochial students in grades nine through 12 was required

The 60th General Assembly took no action on the report in 1963. However, an interim legislative committee concluded that it would be appropriate to put vocational and two-year college education together in a single comprehensive system. Staff of the Department of Public Instruction, working closely with various groups, agreed. Passage of the Vocational Education Act of 1963 provided additional impetus to this planning.

After receiving the interim committee's report in 1964, the 61st General Assembly in 1965 enacted legislation that permitted the development of a statewide system of two-year postsecondary educational institutions identified as "merged area schools." The Department of Public Instruction was to direct the operation of the development of merged area schools as either area community colleges or area vocational schools (Chapter 280.A of the Code of Iowa).

The legislation authorizing the merged area schools, now referred to as "community colleges," provided for fiscal support for the community colleges through a combination of student tuition and federal, state, and local funds. These resources included a local three-quarter mill levy on the property within the merged area for operational purposes and an additional three-quarter mill levy for the purchase of sites and construction of buildings. State general aid was distributed to community colleges on the basis of $2.25 per day for the average daily enrollment of full-time students and the full-time equivalent of part-time students who were residents of Iowa. The 63rd General Assembly changed this formula in 1969 to provide for the payment of state aid equal to the full-time equivalent enrollment determined on the basis of actual contact hours of instruction. Individual colleges were granted the authority to establish tuition rates, except that tuition was not to exceed the lowest tuition rate charged by Iowa's three regent universities.

The legislation approved in 1965 was enthusiastically received. The Department of Public Instruction received the first plan for an area college on July 5, 1965, one day after the legislation was effective. Plans from the other community colleges followed in quick succession. Fourteen community colleges were approved and organized in 1966, and a fifteenth in January 1967. Most of 92 counties were included in the 15 community colleges as initially approved. Fourteen of these community colleges began operation during the 1966-67 school year.

Today, nine of Iowa's community colleges are operated as multicampus institutions; the 15 community colleges operate a total of 28 major campuses. In addition, community colleges operate courses and programs at many additional sites throughout the merged areas, frequently in conjunction with local school districts and other agencies. All colleges have a variety of educational services contracts with other public and private educational institutions, including many agreements to provide instructional programs to clients from service agencies. Each of the community colleges cooperates with local school districts within its merged area to offer needed programs for students from the local districts, including both academic and vocational courses.

Community colleges have also been very actively involved in economic development activities within the state. Each community college offers customized training programs for business and industry. Community colleges also have the responsibility to operate the Iowa Industrial New Jobs Training Program. This program provides customized training for industries for new or expanding industries. These programs are funded through resources derived from certificates that are later repaid from a part of the withholding tax from wages of new employees and from incremental property taxes.

GOVERNANCE

Each community college is governed by a local board of directors elected from director districts of equal population within the merged area. The local boards of education for community colleges vary from five to nine members who serve three-year terms. These local boards are responsible for operating community colleges, determining the curriculum, and appointing the college president.

At the state level, the regulation and coordination of community colleges is the responsibility of the State Board of Education and the Iowa Department of Education (formerly the Department of Public Instruction). The State Board of Education is a nine-member board appointed by the governor subject to confirmation by the senate. In 1990 the 72nd General Assembly created the Community College Council, a council of the state board to provide greater expertise in and attention to community college issues. The state board was temporarily expanded in 1990 so that two members with community college experience could be appointed; as terms expire the state board will eventually be reduced to a nine-member body, three members of which will have community college experience and will sit on the Community College Council.

The state board has specific responsibilities for the approval of community college instructional programs, college budgets, and facilities. In addition, the state board evaluates and approves instructional programs in a procedure conducted in conjunction with the State Board of Regents. The State Board of Education is also responsible for the regulation and coordination of elementary and secondary education school districts, the intermediate area education agencies that provide services to local school districts, and their operation of statewide vocational rehabilitation services.

The director of the Department of Education (also executive director of the state board), a gubernatorial appointee confirmed by the senate, has specific responsibilities for the community colleges. These include approval of changes in boundaries; administration of the allocation and disbursement of federal and state funds for acquiring sites and constructing facilities; allocation and disbursement of federal and state funds for operating costs of community colleges; approval of sites and buildings, a uniform system of accounting, and lease agreements; and recommendation of instructional programs by the state board.

The Division of Community Colleges was created in 1989 as a unit within the Department of Education. It has the major role in implementing the responsibilities of the Department of Education for community colleges. These responsibilities include administering state and federal funds for community colleges, recommending approval by the state board of instructional programs, reviewing community college budgets, coordinating the road construction projects with the Department of Transportation, administering the state approval process of community colleges, administering the annual review and accreditation of the community college system, providing technical assistance to community colleges, and other activities and services relating to community colleges that may be delegated to the Department of Education. There are two bureaus within the division. The Bureau of Educational and Student Services has the responsibility for adult and continuing education, special needs, veterans education, arts and sciences, student services, staff development, accreditation, and fiscal management. The Bureau of Technical Education has the responsibility for regulating both secondary and postsecondary vocational education.

FISCAL

The unrestricted portion of the general operating fund of the community colleges has four

major resources of revenue: tuition and fees, local tax, state general aid, and reimbursement programs. Tuition and fees for each community college are determined locally by the board of directors. During the 1989-90 year community college tuitions ranged from $975 to $1,200. The average tuition at the 15 community colleges was $1,104.

Each community college is authorized to levy a local tax for the general operating fund of 20.25 cents per $1,000 of assessed value. Each community college is also authorized to levy an additional tax of three cents for equipment replacement. Community colleges may also levy for the actual costs of tort liability and unemployment compensation and a plant fund levy for capital expenditures.

The single largest source of revenue for the general operating fund of the community colleges is state general aid. In past years, state general aid has been appropriated on a line item basis, essentially an incremental appropriation based on various funding procedures that frequently changed and lacked consistency.

In 1986 the 72nd General Assembly approved a new foundation formula for funding community colleges. The foundation formula is enrollment-driven on the basis of a three-year rolling average of contact hours eligible for state general aid.

The new foundation formula was first funded during fiscal year 1988. The formula is intended to provide a 65 percent level of support through state and local funds for the state average costs, minus capital outlay expenditures, for five instructional cost centers and four indirect functions. The remaining funds to support the general operating fund are anticipated to come from tuition and fees, federal vocational reimbursement programs, federal grants, and miscellaneous sources. In 1990 the 74th General Assembly enacted legislation that would, beginning in FY1993, incrementally increase the support level to 70 percent by FY1997.

The two most significant and consistent reimbursement programs for community colleges have been state and federal vocational funds, which include vocational funds and adult education funds. The community colleges also receive a substantial portion of the federal vocational funds made available through a grant to the state of Iowa. In Iowa all of the federal and adult basic education funds are allocated to community colleges.

The following chart identifies the source of revenue for the unrestricted portion of the general operating fund of community colleges, both in total and percent, for fiscal year 1988.

Revenue Sources	Amount	Percent
Student Fees	$ 5,898,086	3.23%
Tuition	$ 53,185,221	29.17%
Local Support	$ 15,226,830	8.35%
State General Aid	$ 87,986,508	48.26%
State Vocational Aid	$ 66,000	0.04%
State Aid, Other	$ 1,759,624	0.97%
Federal Vocational Aid	$ 3,263,652	1.84%
Federal Special Needs Aid	$ 2,286,801	1.25%
Other Federal Funds	$ 3,998,214	2.19%
Sales and Services	$ 2,468,965	1.35%
Other Income	$ 6,161,062	3.38%
Total	$182,399,962	100.04%
Use of Fund Balance	$ (106,799)	- 0.06%
Grand Total Revenue	$182,293,183	99.98%

In addition to the revenue identified for the unrestricted portion of the general operating fund, there is additional revenue received in the restricted portion of the general fund. The restricted portion of the general fund includes revenue that is restricted to certain activities and services. The largest single source of revenue in this portion of the general operating fund is the revenue to repay the certificates that are sold for support of customized training programs for the training of new employees. The total amount of revenue in fiscal year 1988 for the restricted portion of the general operating fund was $47,486,313.

The following chart identifies the expenditures by function of community colleges for the unrestricted portion of the general operating fund for fiscal year 1990.

Expenditures by Function	Amount	Percent
Liberal Arts and Sciences	$ 33,404,999	18.44%
Vocational Technical	$ 61,614,324	34.01%
Adult Education	$ 21,168,518	11.69%
Cooperative Programs/Services	$ 3,037,048	1.68%
Administration	$ 10,249,624	5.66%
Student Services	$ 13,984,284	7.22%
Learning Resources	$ 6,352,841	3.51%
Physical Plant	$ 16,470,321	9.09%
General Institution	$ 15,767,829	8.70%
Total Disbursements	$181,149,788	100.00%

The major categories of expenditures for fiscal year 1990 for the unrestricted portion of the general operating fund are identified in the following chart.

Expenditures by Category	Amount	Percent
Salaries	$141,069,083	77.88%
Services	$ 24,415,492	13.48%
Materials, Supplies & Travel	$ 10,394,901	5.74%
Current Expenses	$ 1,945,132	1.07%
Capital Outlay	$ 3,322,182	1.83%
Total Disbursements	$181,146,791	100.00%

PROGRAMS

Fourteen of the community colleges are approved as community colleges and offer comprehensive programs. One does not offer an arts and sciences curriculum.

The State Board of Education is responsible for approving courses and programs of instruction in community colleges. Vocational, technical, or occupational programs prepare individuals for immediate entry into employment. College-parallel/career option programs prepare people for immediate entry-level employment or for transfer into a baccalaureate degree program. The state board also has the authority to approve the initiation of a new campus and the change in status of a technical college to a community college. The major

instructional programs approved by the state board to be offered by community colleges are:

- Adult basic education and high school completion courses that are intended to provide basic literacy skills for undereducated adults.
- Continuing and general education courses.
- Supplementary vocational courses that are designed to upgrade skills of employed individuals, including related education courses for apprenticeship programs.
- The arts and sciences (college-parallel) courses intended to transfer as the first two years of a baccalaureate degree program, and the "career option" programs that provide immediate entry-level employment skills as well as transfer options into baccalaureate degree programs.
- Preparatory vocational programs, many of which incorporate options made as short-term certificate programs, one-year diploma programs, and two-year A.A.A. or A.A.S. degree programs. The purpose of these programs is to prepare students for entry-level employment. Many options are available to part-time as well as full-time students.
- Special needs programs and services designed to assist disadvantaged students and students with disabilities.
- Customized training programs designed to prepare employees for new and expanding industries.
- Courses and programs offered for students in local secondary school districts, including exploratory and preparatory vocational programs as well as courses in academic disciplines.
- The avocational and recreational courses.
- Courses and programs for individuals who are institutionalized, such as incarcerated persons and residents of health care and custodial facilities.

All community colleges also offer a variety of community services that are structured to meet the needs of the local merged areas. Included in these services are the public radio stations operated by four community colleges.

The state is presently implementing a statewide system of educational telelinks. This narrowcast telecommunications system will use the community colleges as the local focal points for a system that will include circuits with interactive capability.

Community colleges are authorized to offer five degrees. These degrees are the associate in arts and the associate in science, for students completing arts and sciences programs; the associate of applied arts and the associate of applied science degrees, for graduates of the preparatory vocational programs; and the associate in general studies degree, which is a degree that can be used to recognize completion of a specialized program. Community colleges are also authorized to offer diplomas, which are usually for programs of one year or more in length that do not lead toward an associate degree, or certificates for the other short-term programs.

The associate in arts degree awarded by 14 of the community colleges is articulated with the three state universities. The requirements for this degree are a minimum of 60 semester hours of courses designed and acceptable for transfer, and a distribution of 40 semester hours within the following general divisions:

- Communications — eight semester hours
- Humanities — eight semester hours
- Math and/or science — eight semester hours
- Social science — eight semester hours
- Distributive requirement — eight semester hours taken from the above four divisions

The remaining 20 semester hours must be taken from arts and sciences electives designed and acceptable for transfer, although 16 semester hours of vocational courses may be included. A student must earn a minimum cumulative grade point average of 2.0 on all courses acceptable for transfer.

Community colleges reported 13,251 students completing preparatory career and college-parallel programs during fiscal year 1990. Included in this total were 9,483 part-time students from secondary schools enrolled in jointly administered programs. The type and number of awards reported for fiscal year 1990 are identified in the following chart.

Award	Total
Associate in Arts	2,588
Associate in Applied Arts	347
Associate in Applied Science	2,964
Associate in General Studies	38
Associate in Science	748
Certificates	3,161
Diplomas	3,318
Other Completions	87
TOTAL	13,251

ENROLLMENT

Enrollments in community colleges are reported as headcounts for individual terms; enrollments for the fiscal year are reported as unduplicated headcounts and full-time equivalent enrollments.

"Full-time equivalent enrollment" (FTEE) means the quotient of the total number of reimbursable hours carried by residents of the state attending a single community college, divided by 540 (18 reimbursable hours per week for a period of 36 weeks).

"Reimbursable hour" means any of the following:

- One contact hour of lecture in an approved course in arts and sciences or vocational-technical education
- Two contact hours of laboratory in an approved course in arts and sciences or vocational-technical education

- Two contact hours in an approved course in adult education that is eligible for state general aid

- One contact hour in basic adult education, high school completion, and college credit courses that qualify as lecture courses

Courses dealing with recreation, hobbies, casual culture, or self-enrichment subjects are not eligible for reimbursement.

This formula was used for reporting FTEEs since fiscal year 1972. The formula has now been deleted from the code, but it is currently being used to identify FTEEs for the 1989 fiscal year. The formula may be changed in the future to develop a formula that is more compatible with the new foundation formula approved by the General Assembly.

Fall term enrollments have increased from 12,419 in 1966 to 49,351 in 1990. The distribution of enrollments during the 1990 fall term is as follows:

Vocational Preparatory	Career Option	Arts and Sciences	Secondary Programs	Other	Totals
18,695	4,377	24,716	1,602	0	49,351

The FTEE increased from 11,134 in FY1967 to 64,505 in FY1990. The total full-time equivalency reported for FY1990 included a full-time headcount of 36,563. A part-time headcount includes registrations and consequently is not an unduplicated headcount. The full-time equivalency includes enrollments in the following major categories:

Category	FTEE
Arts and Sciences	22,279
Adult Basic Education and High School Completion	9,293
Continuing and General Education	1,223
Cooperative Programs and Services	1,820
Vocational Preparatory	24,359
Vocational Supplementary	5,530

The continuing and general education category also includes the avocational and recreational courses that are not eligible for state general aid, and the cooperative programs and services category includes programs administered for students in local school districts and customized training programs.

A number of important recent legislative initiatives will affect community college education in Iowa into the 21st century. In 1989 the 73rd General Assembly passed Senate File 449, requiring that secondary vocational programs be competency-based and that the competencies be articulated with postsecondary vocational education. In 1990 the 74th General Assembly enacted the largest body of legislation affecting community colleges since the system was founded. Key elements of that legislation provided for a number of foundation formula incentives (incremental increases in the percentage of state aid and local support in the funding formula from 65 percent to 70 percent), added a new cost center for developmental education to the funding formula, and granted colleges the authority to construct or purchase dormitories. In addition, legislation affecting community college instructional programs and staff includes a mandate to establish standards and procedures for accrediting Iowa's community colleges; to create and fund a program for the professional development of

instructional staff; and to establish the "Excellence 2000" account, which provides funds to create a quality instructional centers program and to develop guidelines for program and administrative sharing agreements between colleges. This legislation is expected to increase the accountability of the community college system and to increase quality in college programming.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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KANSAS

by
TERRENCE A. TOLLEFSON

Kansas has 21 public community and junior colleges. Highland Community College, the oldest public two-year institution in the state, was established in 1858. The State Board of Regents serves as the coordinating board for the community colleges.

Public two-year colleges in Kansas enrolled approximately 56,000 students in 1990. Of nearly 6,400 degrees awarded in 1987, 29 percent were in general studies and 17 percent were in health fields.

Average tuition and fees are $711, and about 12 percent of education and general revenues come from tuition.

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KENTUCKY

by
BEN W. CARR, JR.
Chancellor, University of Kentucky Community College System

SUMMARY

The Community College System of the University of Kentucky is composed of 14 institutions. The system is headed by a chancellor who reports to the president of the University of Kentucky, and each of the 14 colleges has a president who reports to the chancellor. Local advisory boards, appointed by the governor, consult with the respective community college administrators. Enrollment in 1990-91 is more than 40,000 students. Career programs, college transfer, and community services emphasizing adult and continuing education are offered by the community colleges.

The objectives of the University of Kentucky Community College System are:

- To offer career-oriented programs designed to prepare students for immediate technical or semiprofessional employment. These programs are usually completed in two years and are composed of about one-half general education courses and the other half of semiprofessional or technical education. The associate in applied science degree is awarded upon completion of the curriculum.

- To offer curricula for the first two years of a baccalaureate program. Courses parallel university offerings and are transferable to the Lexington campus of the University of Kentucky or to another four-year institution, either public or private. At the conclusion of the prescribed curriculum, the associate in arts degree or associate in science degree may be awarded.

- To provide general educational opportunities for citizens in their immediate areas. These programs include evening classes, workshops, seminars, short courses, concert series, exhibits, lectures, dramatic presentations, and festivals to meet in-service, re-education, and cultural needs of the community.

HISTORY

In 1962 the Kentucky General Assembly, through the leadership of Gov. Bert T. Combs, enacted legislation mandating the formation of a system of community colleges and entrusted the Board of Trustees of the University of Kentucky with its operation. The legislature recommended four sites for future colleges and directed the university to convert its five existing extension centers into community colleges. Between 1948 and 1962 the University of Kentucky opened extension centers at Covington, Cumberland, Fort Knox, and Henderson and assumed responsibility for the municipally run Ashland Junior College.

There were two reasons for assigning the system's operation to the University of Kentucky Board of Trustees. The first was the recognition that as the governing board of the state's land-grant university, the University of Kentucky Board of Trustees already had the responsibility for planning and operating statewide programs. The second reason was the existence of the

five extension centers then being operated by the University of Kentucky.

In creating a system of community colleges, the 1962 General Assembly abandoned the University of Kentucky's extension center philosophy and committed the state to a comprehensive community college program. The enabling legislation called for a three-fold function of career-oriented technical programs, prebaccalaureate education, and adult-continuing education.

In July 1964 the University of Kentucky, acting under the authority of the Community College Act of 1962 and guided by the leadership of its sixth president, Dr. John W. Oswald, provided for both the operation of a university system and a community college system under the board of trustees. The community college system operates as an autonomous system, with the administration of the academic programs separate from those of the university system. The chief administrative officer of the community college system is a chancellor who is directly responsible to the president of the university.

In 1964 the total number of campuses under the new system was seven—five former extension centers combined with new community colleges in both Elizabethtown and Prestonsburg. Total enrollment that fall was 2,876 students.

The community college system continued its growth in all respects after 1964. In 1965 new community colleges opened at Hopkinsville and Somerset. After studies in 1965 and 1976 concerning the need for additional community colleges, criteria were recommended to the University of Kentucky Board of Trustees to be used in establishing new community colleges. These criteria were adopted by the board and submitted to the Council on Higher Education, the state's coordinating and planning body for public institutions of higher education. Acting on the council's recommendation, the General Assembly amended the Community College Act to recognize the Lexington Technical Institute (which had been operating on the university campus since August 1965) and to authorize new community colleges at Louisville and Maysville in 1966, one at Hazard in 1967, and one in Madisonville in 1968. These latter four units opened for students in 1968.

In July 1968 Paducah Junior College, a municipally operated college founded in the 1930s, joined the community college system as Paducah Community College. This brought to 15 the number of units then operating under the University of Kentucky Board of Trustees.

The facilities of the Northern Community College (Covington) were transferred in July 1970 to the administrative control of the newly formed Northern Kentucky State College. This reduced to 14 the number of units operating under the University of Kentucky Community College System.

Effective with the 1972 fall semester, the Fort Knox Community College was changed to a four-year residence instruction center, which is under the administrative control of the University of Kentucky dean of extension. Also in fall 1972, a second campus of Jefferson Community College began operation: Jefferson Community College Southwest. The southwest campus was opened in response to requests by area citizens for more educational opportunities. The operation was housed temporarily in a high school and operated in the late afternoon and evening hours, serving mostly part-time students. A permanent facility was constructed, and the new campus was opened officially during the summer of 1980.

In 1968 the General Assembly authorized the establishment of two additional community colleges, at Glasgow and Carrollton. However, a subsequent study indicated that both areas lacked many of the necessary criteria for establishing a community college, and funds have not been appropriated for the activation of the proposed colleges at either location.

The University of Kentucky Board of Trustees in December 1983 changed the status of the Lexington Technical Institute to that of a comprehensive community college. Effective July 1, 1984, the institute became Lexington Community College. Transfer courses were added to the educational program, which had been limited to technical programs.

In 1986 the Kentucky General Assembly established Owensboro Community College as a

new community college.

At present the University of Kentucky Community College System is composed of:

Ashland Community College
Elizabethtown Community College
Hazard Community College
Henderson Community College
Hopkinsville Community College
Jefferson Community College (two Louisville campuses)
Lexington Community College
Madisonville Community College
Maysville Community College
Owensboro Community College
Paducah Community College
Prestonsburg Community College
Somerset Community College
Southeast Community College (Cumberland)

GOVERNANCE

The University of Kentucky consists of the university system and the community college system. The two systems operate under the board of trustees and a president. The chief executive of the community college system is the chancellor.

The Board of Trustees is composed of 20 members. Sixteen are appointed by the governor for four-year terms and until their successors are appointed and qualified. Three of the appointed members are representatives of agricultural interests, three are alumni of the university, and 10 are representatives of the learned professions. Two faculty members are elected by the university campus at Lexington for three-year terms. One board member is elected by the community college system faculty for a three-year term. One student member, the university student body president, comes from the Lexington campus and serves a one-year term.

The Board of Trustees must hold at least four regular meetings per year on dates designated by law. Special meetings may be called by the chairman or by any three members upon giving 10 days' written notice to each member.

The powers of the board include the establishment of regulations for the governance of the university; the determination of the colleges and schools that comprise the university; the appointment of a president, faculty, and other personnel; the granting of degrees to graduates; the acquiring of lands or other property for extending the usefulness of the university; and the disposition of real estate held by the commonwealth for the use of the university.

The board must make a full report stating the university's condition and operation to the General Assembly within the first month of its biennial session.

The board makes necessary changes in the university's curricula and regulations in order to comply with the Council on Higher Education rulings regarding appropriate curricular offerings, fees, and admission qualifications. The Council on Higher Education is the only agency in the state charged by statute to promote higher education statewide.

FISCAL

Total fund revenues for 1989-90 were approximately $94,422,524 (including $12,819,241 in Pell

Grants). Over $47,677,600 (50.5 percent) of the total came from state funds, and nearly $18,570,451(19.7 percent) was derived from tuition and fees. A formula is used in determining state funding.

In 1990-91 the full-time, in-state student fee for one semester was $320. The full-time, nonresident fee for one semester was $960.

PROGRAMS

Proposals pertaining to curricula may be initiated by community college faculty and forwarded to the Community College System Program Development Committee. All proposals approved by that committee are forwarded to the Community College Senate Council for the appropriate action. The senate council has final authority for approving curricula. However, the implementation of a new degree program at a community college also requires approval of the chancellor, the president of the university, the board of trustees, and the Kentucky Council on Higher Education, respectively.

The community college system offers 27 career programs and a college transfer program. Successful completion of 60 semester hours of credit in major fields or professional curricula is required to achieve the associate in arts or associate in science degree. The associate in applied science degree is awarded to students who satisfactorily complete a prescribed curriculum—the number of hours varies among the technical programs. Students must have a cumulative grade point average of at least 2.0 in order to graduate.

ENROLLMENT

The term "headcount" refers to the unduplicated number of all students enrolled. Full-time equivalent (FTE) is computed by dividing the number of credit hours by 16.

The total fall semester headcount enrollment for the community college system in 1990 was 40,758. Of this number, 14,297 students (35.1 percent) were enrolled in transfer programs, while 19,620 (48.1 percent) were enrolled in technical programs. No degree objectives were recorded for 6,841 students (16.8 percent). The FTE enrollment in fall 1990 was 22,944.

In 1964, the first year of operation for the community college system, 2,876 headcount students were enrolled. The fall 1990 headcount enrollment of 40,758 students represented an increase of 1,317 percent over the 1964 figures. During the first years of the system, men students outnumbered the women; in the fall of 1990, 13,770 students (33.8 percent) were men and 26,988 were women (66.2 percent). The number of part-time students also has increased. In the fall of 1990, the 18,096 full-time students comprised 44.4 percent of enrollment; and 22,662 part-time students made up the remaining 55.6 percent.

Interest in technical programs has increased substantially since the 1960s, when the majority of students enrolled in transfer programs. Today almost half of the students are enrolled in technical programs with slightly more than one-third enrolled in transfer programs.

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LOUISIANA

by
SHARON BEARD
Deputy Commissioner, Louisiana Board of Regents

Louisiana does not have an organized community college system. There are, however, four two-year institutions within the higher education system. One, Delgado Community College, is a comprehensive community college governed by the Board of Trustees for State Colleges and Universities. Two of the institutions, Louisiana State University at Alexandria and Louisiana State University at Eunice, offer a limited number of certificate and associate degree programs and are governed by the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College. A fourth institution, Southern University-Shreveport/ Bossier City, offers limited associate-level programs and is governed by the Board of Supervisors of Southern University and Agricultural and Mechanical College. These four institutions enroll 17,390 students. Statewide coordination of all higher education institutions is provided by the Board of Regents.

In addition to the four two-year institutions within the higher education system, there are 46 postsecondary vocational-technical schools that offer courses in the trades, practical nursing, and office occupations. These institutions are governed by the Board of Elementary and Secondary Education, which also serves as the State Board of Vocational Education. Two two-year institutions, Bossier Parish Community College and St. Bernard Community College, are under the governance of parish school boards and may offer associate of occupational studies degrees with the approval of the appropriate parish school board, the Board of Elementary and Secondary Education, and the Board of Regents.

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MAINE

by
L. STEVE THORNBURG
Director, Eastern Maine Vocational Technical Institute System

Revised by
JOHN FITZSIMMONS
President, Maine Technical College System

SUMMARY

The Maine Vocational Technical Institute System (MVTIS) serves the technical and vocational postsecondary needs of the citizens of Maine from six campuses located in Maine's largest population centers. The system office and the executive director are located in the state capital, Augusta. The six institutes are based in Auburn, Bangor, Calais, Fairfield, Presque Isle, and South Portland.

The legislation that created the system, P.L. 1985 Chapter 695, reads: "The basic mission of the Maine Vocational Technical Institute System is to provide associate degree, diploma, and certificate programs directed at the educational, occupational, and technical needs of the state's citizens and the work force needs of the state's employers. The primary goals of postsecondary vocational technical education and the Maine Vocational Technical Institute System are to create an educated, skilled, and adaptable labor force that is responsive to the changing needs of the economy of the state, and to promote local, regional, and statewide economic development."

HISTORY

Postsecondary vocational technical education in Maine began at the close of World War II. With returning veterans in need of training, Dr. Harry V. Gilson, commissioner of the Maine Department of Education, asked Deputy Commissioner Morris P. Cates to organize an adult training program. A $125,000 grant from Gov. Horace A. Hildreth to the Board of Vocational Education created the Maine Vocational Technical Institute (MVTI) in Augusta in 1946. Eighty veterans enrolled in the class of 1947 in automotive, electrical, machine, or radio programs. The laboratories were equipped with secondhand war surplus equipment. When the U.S. government decided to sell Fort Preble in South Portland, Gates and Commissioner of Education Harland A. Ladd convinced the Maine legislature to purchase the property and move the MVTI from Augusta to South Portland in 1952.

Capitalizing upon Russia's success in the space race, the Bureau of Vocational Education developed a program titled "Vocational Technical Education for the Space Age" in 1962. This plan called for the creation of three new vocational technical institutes (VTIs) to serve specific regions of the state. With 78 students, Maine's second VTI opened its doors in Presque Isle in 1963 in old Air Force buildings acquired by the state. This institution was named Northeastern Maine Vocational Institute (NMVI).

The third VTI, Androscoggin State Vocational Institute (ASVI), opened its doors in 1964 in the old Buick building in Lewiston. Four different programs greeted the first class of 48 students. In 1966 the campus moved to Auburn on a 110-acre site overlooking Lake Auburn.

Eastern Maine Vocational Technical Institute (EMVTI) used the old Bangor High School

building to begin offering classes in 1966. The campus move to a permanent location was approved in 1968. Using EMVTI as an example, uniform nomenclature was approved in 1965. The MVTI became Southern Maine Vocational Technical Institute (SMVTI), ASVI became Central Maine Vocational Technical Institute (CMVTI), and NMVI became Northern Maine Vocational Technical Institute (NMVTI).

A state bond issue established Washington County Vocational Technical Institute (WCVTI) in 1968. The Calais Armory hosted the first classes in 1969. The campus moved to a 400-acre site overlooking the St. Croix River in 1970. WCVTI opened its Marine Trade Center at Deep Cove in Eastport in 1977 with programs in boat building and other marine trades.

Kennebec Valley Vocational Technical Institute (KVVTI) began in 1970 by jointly using the Waterville Regional Vocational Center. Programming featured short-term and experimental courses. In 1978 KVVTI relocated in the Gilman Street Junior High School in Waterville, then moved to a 60-acre campus in Fairfield in 1983.

Beginning with SMVTI in 1974, all six VTIs are fully accredited by the New England Association of Schools and Colleges. SMVTI also led the way, in 1968, for all six VTIs to receive authorization from the State Board of Education to award associate of applied science degrees.

Questions concerning the governance of the VTIs arose in the late 1960s with the debate over postsecondary education in the state. The state colleges and universities were organized into a statewide system in 1968. Proposals were made to incorporate the VTIs into the University of Maine System. Even though these proposals were rejected, the discussions began to raise questions as to the proper relationship of the VTIs to the University of Maine System.

Advocates of the VTIs argued that for the institutions to be more effective in economic development, there needed to be more flexibility in fiscal and personnel management, higher visibility at the state level in order to compete for state resources and to have a larger impact in policy determination, and coherent statewide planning without lessening local initiatives. The difficulty in meeting these objectives was attributed to the VTI's existence deep within the hierarchy of the Department of Educational and Cultural Services.

The 112th Legislature marked the beginning of major changes in 1984 when Sen. Judy Kany introduced a bill to create the Department of Maine's Economic Future, which would include a Bureau of Vocational Technical Institutes; at the same time Rep. Nathaniel J. Crowley, Sr. introduced a bill to establish the Department of Postsecondary Vocational Technical Education. The State Government Committee conducted extensive hearings and proposed a bill to create the Maine Vocational Technical Institute Administration. Both the house and the senate passed the compromise bill, but Gov. Joseph E. Brennan vetoed the bill, saying a move of such magnitude needed further study.

New legislation was introduced and passed requiring review of the VTI governance issues. On June 28, 1985, P.L. 1985 Chapter 497 established an independent Board of Trustees of the Maine Vocational Technical Institutes. Following the mandate of the law, the trustees held public hearings in the summer and fall of 1985. The hearings resulted in a proposal to Gov. Brennan, which he submitted to the legislature in February 1986.

Brennan signed into law P.L. 1985 Chapter 695, an act designed to establish the Maine Vocational Technical Institute System, on April 16, 1986. Chapter 695 merged the six VTIs into a statewide system of postsecondary educational institutions governed by an independent board of trustees.

On June 22, 1989, Gov. John R. McKernan, Jr. signed into law an act to enhance the status of vocational technical education in Maine. Chapter 443 renamed the VTI system as the Main Technical College System to reflect a more clearly defined role in postsecondary education. In addition, each of the VTIs was named a technical college with appropriate title changes for upper-level administrators.

In 1990 the legislature enacted a law that changed the title of the executive director to system

president. This change properly reflects the role and status of this position as the chief executive officer for the Maine Technical College System.

GOVERNANCE

The policy-making authority of the system resides with the board of trustees. The governor nominates all members of the board to four-year terms of office, except the student members, who serve for a two-year term. The governor's nominations are subject to confirmation hearings by the joint standing committee of the legislature having jurisdiction over education and are subject to confirmation by the legislature.

The board is composed of 10 appointed voting members and three ex-officio voting members. The following classifications represent the composition of the board: nine from the fields of business, industry, labor, education, and the general public; one student; the commissioner of the Department of Education (ex-officio); the commissioner of the Department of Economic and Community Development (ex-officio); and the commissioner of the Department of Labor (ex-officio).

The members of the board elect a chair and a vice chair to serve one-year terms. The board meets at least six times each year and at the call of the chair. The board can also meet at the request of a majority of the membership. A quorum consists of a majority of the members of the board. For any action to be officially taken, six members must be present and all vote affirmatively on the issue. The system's president serves as the secretary of the board.

The duties of the board include developing and adopting policies for the operation of the system; preparing and adopting a biennial, line-category, operating budget to be submitted to the governor and legislature; and appointing the system president. The system president provides leadership for the system, implements the policies of the board, nominates presidents for the colleges, and evaluates the presidents and system personnel. Each president is responsible for implementing the policies of the board, administering the day-to-day operations of the colleges, hiring and evaluating faculty and staff, and preparing campus budgets. The system president and the six campus presidents make up the Administrative Council, an advisory council to the board.

FISCAL

The funding sources for the Maine Technical College System include state funds (58.2 percent), federal funds (14.9 percent), tuition fees, room, and board (13.6 percent), and other sources (13.3 percent). The total 1989-90 operating revenues were $37,587,520. State appropriations are based on a continuation budget basis. The legislature reviews new and expanded program budget requests in a separate budget bill each session.

Tuition for 1989-90 was $1,200 per year, and for 1991-92 is $1,320 per year. Tuition may be higher in selected programs (medical laboratory, nursing, radiography). Five of the six colleges have dormitories, and room and board varies. Fees range from $100 to $200 per year and include the application fee, activity fee, accident insurance, health fee, yearbook fee, graduation fee, and laboratory fees.

PROGRAMS

Each college awards associate of applied science degrees, diplomas, and certificates in a

wide variety of technical and vocational programs. New programs are proposed by each campus, and an intent-to-plan notice is sent to the Maine Higher Education Council. Following public comment, the Academic Deans Council reviews the proposal and makes recommendations to the Administrative Council. The Administrative Council reviews and recommends to the executive director, who recommends to the Education Committee of the board. New programs are approved by the board.

Four programs at each institution each year are closely examined to determine if they should be continued. Programs that are not meeting critical employment needs must be either revised or discontinued.

Degree and diploma requirements are established by each campus and approved by the board of trustees. Each campus follows the accreditation requirements of the New England Association of Schools and Colleges.

ENROLLMENT

The system counts students using an unduplicated headcount rather than a full-time equivalence. Full-time students are enrolled in degree/diploma/certificate programs taking 15 or more credit hours per semester. The full-time enrollment for 1990-91 was 2,991 students. Part-time students include credit students enrolled in less than 15 semester hours and all noncredit students. The part-time enrollment for 1990-91 was 11,000 students.

The occupational program areas with the largest enrollments are health programs, electrical/electronics, business technologies, engineering and construction technologies, occupational safety, and hospitality. The average age of full-time students has continued to rise, with only about 50 percent coming directly from high school.

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MARYLAND

by
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Former Executive Director, State Board of Community Colleges

SUMMARY

The Maryland Community College System is composed of 17 comprehensive two-year institutions. A coordinating state board oversees the activities of the colleges. In fiscal year 1990 more than 300,000 Marylanders were enrolled in credit programs and continuing education courses.

The mission of Maryland's community colleges is to provide high quality transfer and occupational programs, continuing education courses, and community service programs at a reasonably low cost to students in response to local education needs.

The community college mission is unique in that it provides for low-cost, nonresidential, open-admission institutions, funded through a state and local partnership, offering associate degrees, certificates, and continuing education courses, certified by a faculty committed to teaching and scholarship but not to sponsored research.

The community colleges are woven into the social and economic fabric of the state and their local communities. The colleges are recognized for their responsiveness, their flexibility, and their ability to customize training for the special needs of business and industry.

HISTORY

The first community colleges in Maryland opened in 1946. Governed by the local board of education, Hagerstown Junior College occupied temporary quarters until 1966 when it moved to its own facilities. Montgomery College, which today has three campuses, began as the higher education division of the Montgomery County schools. One year later Baltimore Junior College was established by the school system in Baltimore City.

These three institutions served as the forerunners of today's system of 17 comprehensive community colleges. Besides the first three community colleges, eight additional institutions were created between 1946 and 1961. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college appeared on Maryland's lower eastern shore.

While no additional community colleges have been established in Maryland since 1975, efforts to increase geographical accessibility have continued. Branch campuses have opened in three counties. These branch campuses, operating under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the state's two regional community colleges, services currently are offered in all of the state's 24 political subdivisions.

The primary instructional purpose of the first community colleges was the transfer curriculum, preparing thousands of war veterans and other students for further study at four-year colleges. The community colleges were responsive to local needs in that they were able to provide high quality programs at a reasonable cost to students. The Maryland community colleges have continued to provide transfer curriculum, as well as provide high quality career programs and continuing education courses for those citizens needing to upgrade their skills or seeking courses in self-improvement.

Except for their common mission, the 17 Maryland community colleges are as varied as the communities they serve. There are two colleges with multiple campuses, two regional colleges serving seven counties, and two colleges that serve multiple counties through special contractual relationships. There are small rural colleges, suburban colleges, an urban college, and colleges involved in the phenomenal growth of the Baltimore-Washington corridor.

Within the scope of their mission, community colleges serve a wide range of Marylanders, from high school students in gifted and talented programs to senior citizens. In general, community colleges reach out to citizens who might not otherwise have an opportunity to attend college.

GOVERNANCE

The Maryland Higher Education Commission coordinates all postsecondary education, public and private, in the state. The State Board for Community Colleges was established by the General Assembly in 1968. The board and agency became operational in 1969. The state board is composed of eight Maryland citizens, seven of whom are appointed by the governor with the advice and consent of the senate for staggered six-year terms. In 1973 the General Assembly passed legislation to include a community college student as the eighth member for a one-year term. The student is nominated by the community college presidents and appointed by the governor with the advice and consent of the senate.

Title 16 of the Education Article of the Annotated Code of Maryland delineates the powers and duties of the State Board for Community Colleges. Among its responsibilities, the board shall:

- Have full statewide responsibility for community colleges and establish general policies for their operation
- Establish and maintain a system of information and accounting for community college activities
- Assist the Maryland Higher Education Commission in performing its duties as they relate to community colleges
- Administer the program of state support for the community colleges
- Assure the widest possible educational opportunities for students in this state
- Study the problems of community college education
- Assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities
- Facilitate the transfer of students between the community colleges and the University of Maryland system and other institutions of higher education
- Administer the general public junior or community college and regional community college construction program
- Recommend, review, and advise on curriculum proposals

- Monitor community college administrative practices to assure quality and effectiveness
- Maintain a professional staff of nine and a support staff of nine that serve the State Board for Community Colleges

FISCAL

Maryland community colleges operate under a unique state and local funding partnership. Operating funds totaled nearly $294 million in FY 1990. Approximately 36 percent of the unrestricted revenues (including state paid benefits) came from state funding, 34 percent from local funding, 27 percent from student tuition and fees, and 3 percent from miscellaneous sources. The level of state support is based on annual institutional enrollment two years prior plus a flat grant per college board of trustees. Regional community colleges, small institutions, and colleges in less wealthy jurisdictions are allocated additional state support funds. Each board of trustees sets tuition and fees. In fiscal year 1991, the systemwide average tuition and required fees per credit hour for a full-time student was $41.10. Because of their system of local governance, community college expenditure priorities are set by local boards of trustees.

The state provides at least 50 percent of the eligible costs of site acquisition and development, architect-engineering fees, construction costs, and furniture and equipment for community college physical facilities.

PROGRAMS

The 17 Maryland community colleges are comprehensive institutions offering associate degree transfer programs for students wishing to pursue baccalaureate degrees at four-year institutions and associate degree and certificate career programs for students seeking entry-level employment, skills enhancement, and career mobility. The curriculum emphasizes both the acquisition of a strong foundation in the liberal arts and a solid education in the technologies. Articulation agreements with Maryland public and private four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer.

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels: management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, agriculture, and high-technology fields, such as data processing and electronics; and artisan, trade, and service levels within each of these fields.

Within the framework of occupational programs, community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit. Degree programs also require a minimum of 20 semester hours of arts and science courses distributed among the following areas: English composition, humanities, natural sciences, mathematics, and the social sciences. This general education component is transferable as a block to four-year institutions. Certificate programs must include 12 or more credit hours that stress the technical or skill requirements of an occupation. About 37 percent of the community college students are enrolled in one- and two-year occupational programs.

In addition, community colleges provide a wide variety of noncredit and continuing education courses that meet the economic development, professional, technical, and environ-

mental needs of the community. These include work-related courses for business and industry, apprenticeship training, preparation for licensure and certification, literacy training, and self-development courses that promote the quality of life.

ENROLLMENT

Full-time equivalent is determined by dividing total credit and equated credit hours by 30.

The Maryland community colleges enrolled nearly 110,000 students in credit programs in fall 1990. Fifty-four percent of the credit students are enrolled in transfer programs. Of the occupational students who are enrolled in programs designed to prepare them for immediate job entry or to upgrade their skills, the largest percentage were enrolled in the business technology programs (41 percent), followed by health services (21 percent), and public service programs (14 percent).

Seventy-three percent of all credit program students attend college part-time. Sixty percent of all credit students are women, and 24 percent are minorities. The average age of credit students is 29.

Registrations in continuing education state-supported courses was 388,310 in fiscal year 1990. Twenty-seven percent of these students held a bachelor's degree or higher, reflecting the use of community colleges for upgrading and retraining.

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Maryland State Board for Community Colleges. (1991). *Databook*. Annapolis, Md.

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Maryland State Board for Community Colleges. (1986). *Blueprint for Quality*. Annapolis, Md.

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MASSACHUSETTS

by
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Associate Vice Chancellor for Academic Affairs

SUMMARY

The Massachusetts Public System of Higher Education is composed of 27 public colleges and universities. These institutions were established to ensure educational opportunities of high quality that are geographically accessible, affordable, and convenient.

Public colleges and universities have strong academic programs and are accredited by the New England Association of Schools and Colleges. Strategically located throughout nearly all regions of the state, these institutions serve the needs of the populace and are accessible to everyone in the commonwealth. To make education more affordable, tuition at public colleges and universities is set at reasonable levels, and financial aid programs are available to help needy students. Diversity in the system is assured through its 15 community colleges, seven comprehensive state colleges, two specialized professional colleges, and three university campuses.

Community colleges are comprehensive two-year institutions located in many regions of the state. These institutions offer associate degrees in the arts, sciences, and applied sciences, as well as an array of certificate programs that prepare students for transfer to four-year colleges and universities and for employment in a vocation.

Mission and Goals

Community colleges share in the mission and goals of the entire system of public higher education mandated by legislation that established the Board of Regents of Higher Education, "to develop, foster, and advocate a comprehensive system of public higher education of high quality, flexibility, responsiveness, and accountability. This comprehensive system enables the citizens of Massachusetts to continue to choose among, and have access to, a broad spectrum of educational programs and services at all levels of institutions." The mission statement implies goals of diversity, access, quality, responsiveness and accountability in the system at all levels, thereby being applicable to, and commensurate with, the more specific mission of community colleges.

> Common to all community colleges is a commitment to excellence of academic instruction, open access, low cost, and responsive and innovative educational programs of high quality for all persons in the commonwealth who wish to enroll and who have a high school diploma, GED, or who meet other minimum requirements. In addition, they provide education and counseling services to reduce the social, psychological, and financial barriers which discourage enrollment and program completion. By establishing a variety of programs, the community colleges respond to an increasing number of individuals whose goals, interests, abilities, and backgrounds vary widely. Furthermore, the community colleges link the academic community with professions, business, industry, and human service agencies by identifying their needs and developing appropriate programs to respond to them. They also contribute significantly to the economic and cultural development of their regions.

All community colleges shall:

- Provide a primary emphasis on excellence in instruction
- Provide associate degree programs that prepare individuals for paraprofessional, technical, and service occupations
- Provide certificate programs in specialized career and vocational areas
- Have primary responsibility within the public system for basic skills assessment and developmental educational programs
- Provide community service and continuing education programs; community development programs and services; special programs for business, industries, and agencies; cultural activities; and other programs, services, and activities as are needed and appropriate for their service area

HISTORY

The now defunct Board of Regional Community Colleges predates the current Board of Regents. The community college system developed relatively late in Massachusetts. The first initiative relative to community colleges occurred in March 1958 in a report by the State Commission on Audit of State Needs established under Chapter 38, Resolves of 1957, titled *Needs in Massachusetts Higher Education with Special References to Community Colleges.* The report recommended the establishment of a community college system to address a need for more diversity in, and access to, higher education in the commonwealth. The general court adopted the recommendation August 1, 1958, in Chapter 605 Acts of 1958, and enabling legislation was signed by the governor on October 6, 1958.

The audit report submitted as evidence for the need for a community college system served as the foundation for suggesting regions around the state where these institutions should be located. In an effort to meet this need, the newly formed Board of Regional Community Colleges, between fall of 1960 and 1965, established nine of the current 15 community colleges, as follows:

• Berkshire Community College	1960
• Massachusetts Bay Community College	1961
• Cape Cod Community College	1961
• Northern Essex Community College	1961
• Greenfield Community College	1962
• Quinsigamond Community College	1963
• Holyoke Community College	1964
• Mount Wachusett Community College	1964
• North Shore Community College	1965

Chapter 737, Act of 1964, which gave the community college system fiscal autonomy comparable to the University of Massachusetts and the state college system, was passed on July 3, 1964 and signed into law July 9, 1964. Having used the audit report as a master plan since 1958, the community college board in the same year sought and acquired an appropriation of $100,000 under Chapter 640, Act of 1964 (item 8065.41 of the Commonwealth Capital Outlay

Program) for the purpose of developing a master plan for community colleges and preparing preliminary plans for a community college in southeastern Massachusetts. The Willis-Harrington Act, Chapter 572, Act of 1965, the significant legislation relating to community colleges, was approved by the legislature June 21, 1965 and signed into law June 28, 1965. This legislation, designed to reorganize the educational system in Massachusetts, did little to change the Board of Regional Community Colleges or its function except to bring the community college system and other entities of higher education under the jurisdiction of the newly formed coordinating board, the Massachusetts Board of Higher Education.

The new master plan commencing in 1965 projected the need for community colleges by taking into account demography, economic and social climate of Massachusetts, and the role these institutions should play in effecting progress in the state. These projections extended to September 1975, a period in which three additional community colleges (Bristol, Massasoit, and Springfield) were added to the system and at least four sites recommended for the establishment of other community colleges.

The Willis-Harrington Act remained in effect for 15 years, during which time the final three community colleges (Bunker Hill, Roxbury, and Middlesex) were established. In 1980 all boards were abolished, and Chapter 15A of General Laws created in March 1981 the current Board of Regents of Higher Education.

GOVERNANCE

The Board of Regents of Higher Education consists of 15 members appointed by the governor for five-year terms. No appointee can serve more than two consecutive terms. While the chair of the board is appointed by the governor, it is the board's responsibility to select a chancellor to administer the affairs of the state system of higher education.

The chancellor is the chief executive officer for the system and with the staff administers oversight and governance for the system. The board of regents' staff of approximately 58 is divided into five divisions: academic affairs; administration, finance, and research; general counsel; human resources; and policy, planning, and student affairs. In addition to the chancellor, the three principal divisions are supervised by vice chancellors: The vice chancellor for academic affairs; vice chancellor for administration, finance, and research; and the vice chancellor for policy, planning, and student affairs. General counsel handles the legal affairs of the board of regents; employment issues and union contracts are negotiated by human resources.

Meetings of the board of regents are held once a month except in cases where the chairperson, with the board's approval, chooses to omit meetings in July and August. Eight members must be present to constitute a quorum, and eight votes are needed to make valid any business transacted during a board meeting. Issues and items for actions are transmitted from the regent staff to the Academic Affairs Committee to be approved, amended, or rejected; then the matter goes to the full board. Board approval is the final stage for policy changes and new policies in the state system of higher education.

The major power, duties, and responsibilities of the board of regents, as set forth in legislation creating the board, are to grant degrees and scholarships; approve new educational programs and activities; develop tuition policies and master plans; set enrollment levels for individual institutions; adjust titles, classifications, and salaries of members belonging to the professional staff; and submit and disburse budgetary expenditures of public institutions of higher education.

Each institution has its own board of trustees. Acting as an immediate governing body to individual institutions, the board of trustees is made up of eight members, appointed by the governor. Members serve for five-year terms; however, no member is appointed for more than

two consecutive terms. Each board of trustees has oversight and approval responsibilities for filing an institutional five-year master plan with the board of regents and advising on admission policies, programs, labor relations, and program approval for its institution. The powers or authorities of the board of trustees are to submit to the regents maintenance costs; establish fees; appoint, dismiss, and award tenure to the institution's professional staff; manage property; implement and evaluate programs and policies; recommend to the board of regents admission standards and major and degree programs; approve funds allocated to the institution by the board of regents; and grant degrees in fields approved by the board of regents.

FISCAL

Funding in the community colleges comes primarily from legislative appropriations, which means that the majority of their fiscal support comes from the commonwealth. However, these institutions receive additional support from trust funds (fees), federal sources, and minimally from other sources. During the 1989 academic year, state support for community colleges, through appropriation, ranged from 53 percent at Bunker Hill Community College to 69 percent at Cape Cod Community College. Appropriations for 1991 range from a 6 percent increase at Bunker Hill to a 14 percent decline at Bristol Community College, with an overall average of 7 percent decline in state support for community colleges. Trust funds and tuition retention were combined in the academic year 1989 to provide the second largest source of support for community colleges (10 to 25 percent), while governmental support remains third, ranging from 1 to 18 percent. Other sources of fiscal support continue to remain small, 9 to 11 percent, compared to the three primary sources.

Because of current economic conditions in the state of Massachusetts, the method of funding has been significantly altered. The previous bottom-up approach has given way to a top-down budgetary process. Incremental funding, which uses a portion of the previous year's budget to determine the level of funding for the current year, has become the necessary method of budgeting. Interaction with campuses occurs when incremental funding results in a reduction. It is within the purview of the college to determine which of the institution's sources of funding will be reduced. While there is some dialogue occurring between board staff and the legislature, very little, if any, significant discussion occurs that will have a profound impact on the funding process per se or the dollar amount resulting from the process. The one positive element for community colleges being discussed for possible implementation for fall 1991 is equity in funding. If approved, this would be an attempt to bring equity in the funding process, on a per FTE basis, for community colleges.

Tuition policy approved by the board in June 1990 for the 1990-1991 academic year at community colleges was $950 per year for resident students and $3,990 per year for nonresident students. In the original version of the tuition policy, fees were not to exceed 30 percent of the tuition; however, due to severe budgetary cutbacks in 1989-1990, institutions have been forced to increase fees to nearly 40 percent of the tuition. During the 1990-1991 academic year, fees at community colleges ranged between $90 and $921.

PROGRAMS

The program approval process is divided into two stages:

Stage I: The institution submits an intent to plan, which includes such items as need for the program, compatibility of program with mission, exist-

ence of similar programs in the state, resource needs to start program, and the degree-granting authority sought.

Shortly after Stage I is received, it is subjected to a cursory review and is circulated to all public institutions in the system for review and comments. The institutions have two to three weeks to respond. These comments are considered during a more in-depth review for final action on the intent to plan proposal.

When all questions relative to Stage I are answered to the satisfaction of the academic affairs staff, the institution is given permission to proceed with the development of a Stage II proposal, a full-length plan for implementing a new degree program.

Stage II: At this point the proposal may be reviewed by staff only, or if the staff feels inadequate to evaluate such a proposal, it may be sent to a consultant (a nationally recognized individual in the field) for review before the staff presents the proposed program to the academic, faculty, and student affairs committee (a subcommittee of the board) for approval. When Stage II is approved by the committee, the program request is then sent to the board of regents for final approval for degree-granting authority.

All community colleges are considered comprehensive regional community colleges because they offer an array of programs leading to certificates and associate degrees, including a variety of vocational programs. These institutions are engaged in adult basic, adult continuing, and job training type educational programs. They develop affiliations with high schools and industry and develop unique, occasionally short-lived, job training programs. All commonwealth community colleges are accredited by the New England Association of Schools and Colleges.

Community colleges offer certificate programs for less than 30 hours that do not have to be approved by the board. Certificates for curricula of 30 hours or more require board of regents approval. In addition to certificates, community colleges offer the associate of arts degree (A.A.), associate of science (A.S.), and the associate of applied science (A.A.S.). All associate degrees require the completionof a minimum of 60 credit hours.

ENROLLMENT

Student enrollment information is maintained on total headcount (HC), full-time equivalent (FTE), and the Division of Continuing Education (DCE) enrollment. A full-time equivalent student is one who registers for 15 credit hours during any given semester. Students attending community colleges in the evening tend to be primarily registered on a part-time basis and are enrolled in the Division of Continuing Education. Therefore the number of FTEs in DCE is determined by dividing the total number of credits taken by students in DCE by 15 credit hours. Total number of credits taken by students in DCE/15 equals number of full-time equivalents. Consequently, the number of FTEs in DCE would be only a fraction of the total DCE headcount. Moreover, the aggregate data are given by program enrolled rather than degree pursued. Thus, the numbers enrolled will represent those individuals registered in certificate programs as well as those pursuing A.S., A.A.S., and A.A. degree.

Research, which was previously called Management Information Systems, is currently a component of the Division of Administration, Finance and Research and maintains all enrollment information. In the fall of 1988, the first year enrollment data were maintained by program, there were 72,579 students enrolled in Massachusetts community colleges. Of these, 42,294 were enrolled in the day program, and 32,088 were enrolled in the Division of Continuing Education. There were 9,639 FTEs in the Division of Continuing Education, and 32,864 of the day program were FTEs. Consequently, in the 72,574 HC in community colleges, there were 42,503 FTEs. The 10 largest enrollment program areas at community colleges, according to available 1988 data, are listed below in order:

1. Liberal/General Studies
2. Business and Management
3. Undefined (undeclared)
4. Unknown or Other
5. Business (Administrative Support)
6. Allied Health
7. Protective Services
8. Engineering and Related Technologies
9. Health Science
10. Computer and Information Science

REFERENCES

Massachusetts Legislature. (1980). *Massachusetts General Laws*, Chapter 15A:a.

Massachusetts Board of Regents. (1982). *Long Range Plan for Public Higher Education in Massachusetts*. Boston, Mass.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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MICHIGAN

by
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SUMMARY

Michigan's 29 public junior and community colleges have established 38 campuses to bring high quality, accessible, and economical higher education opportunities to Michigan. Approximately 95 percent of Michigan residents are less than 40 miles from these open-admission institutions. In 1990 community colleges enrolled over 2,225,171 students, which represented more than 46 percent of all students enrolled in Michigan institutions of higher education.

HISTORY

Since 1914, Michigan's community and junior colleges have been serving the higher education needs of the citizens of this state. The creation of Grand Rapids College in 1914 was the beginning of a movement that has grown to a network of 29 comprehensive public community and junior colleges. Eight of the existing colleges had been organized as postsecondary extensions of public K-12 school districts prior to 1940. In the 10 years following World War II, three additional K-14 districts were organized. The greatest growth in independent community colleges occurred between 1954 and 1968 with the organization of 18 community college districts.

GOVERNANCE

The legislature provides by law for the establishment and financial support of public community and junior colleges, which are supervised and controlled by locally elected boards.

The legislature provides for a State Board for Public Community and Junior Colleges, which advises the statewide elected and single State Board of Education concerning general supervision and planning for all public education, including higher education, and for recommendation of annual appropriations to the legislature.

The State Board of Education appoints a state superintendent of public education who supervises the Michigan Department of Education. Within the department is the Bureau of Postsecondary Education. Staff to the State Board for Public Community and Junior Colleges is within Higher Education Management Services, a service area within the Bureau of Postsecondary Education.

FISCAL

Funding for community colleges includes state general appropriations, student tuition, and local tax dollars. In 1990 total general fund revenue to the community colleges included 38 percent state aid, 27 percent local tax revenue, 30 percent student tuition and fees, and 5 percent from other sources.

The legislature provides for general appropriations to each community college based upon a formula that considers average costs, equalization of local effort, and a minimum percentage increase totaling $196 million for 1990-91. Under the same Community College Appropriations Act, a $4.5 million Job Training and Retraining Investment Fund is provided on a competitive basis for the community colleges. In a separate Capital Outlay Act, special categorical funds are available for facility planning and new construction on a limited basis.

Individual college student tuition and fees are determined by the locally elected boards. Voter-approved property tax assessments are used to generate income for general program purposes, for special bond issues, and to support construction or other special purposes.

PROGRAMS

In the continuing effort to meet the educational needs of local people from all walks of life, Michigan's community colleges have evolved into comprehensive postsecondary institutions with the following basic missions: occupational education, general and transfer education, continuing education, developmental education, student services, community development, and business and industry. All program approval is the responsibility of the locally elected boards. The state requirement for the associate degree is a minimum of 60 semester credits.

ENROLLMENT

In 1990 community colleges enrolled over 225,171 credit and 14,149 noncredit students. The following instructional activities are reported by fiscal year equated students (FYES). One FYES equals 31 semester credit hours.

In 1987, the distribution included:

Instructional Activity	Total FYES	Percent of Instruction
General	62,137	50.5%
Business	31,519	25.7%
Trade	11,151	9.1%
Health	8,742	7.1%
Developmental Education	7,869	6.4%
Human Development	1,488	1.2%

* These data do not include noncredit or business and industry customized instruction.

Enrollment in Michigan community colleges, which had more than doubled between 1968 and 1983, leveled off to 109,925 FYES in 1986. Enrollment in 1990 showed a modest increase to 122,994, the highest point since 1984.

Between 1978 and 1983 headcount enrollment figures increased more sharply than FYES enrollments. Headcount has declined less than FYES since that peak. The ratio of greatest unduplicated headcount to FYES offers some perspective for understanding enrollment patterns. That ratio was 2.05 students (by headcount) for each FYES in 1978-79 and rose to 2.20 in 1985-86. In 1989-90 the ratio continued to rise to 3.58, suggesting a continued increase in the enrollment of part-time students.

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MINNESOTA

by
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SUMMARY

The Minnesota Community College System comprises 18 colleges offering lower-division postsecondary instruction at 20 campuses statewide. Eight of the colleges are organized into two community college regions: Arrowhead in the northeast (five colleges—Hibbing Community College, Hibbing; Itasca Community College, Grand Rapids; Mesabi Community College, Virginia; Fond du Lac Center, Cloquet; Rainy River Community College, International Falls; Vermilion Community College, Ely); and Clearwater in the northwest (three colleges—Brainerd Community College, Brainerd; Fergus Falls Community College, Fergus Falls; Northland Community College, Thief River Falls). Anoka-Ramsey operates two campuses at Coon Rapids and Cambridge. The remaining community colleges in the system are Austin Community College, Austin; Inver Hills Community College, Inver Grove Heights; Lakewood Community College, White Bear Lake; Minneapolis Community College, Minneapolis; Normandale Community College, Bloomington; North Hennepin Community College, Brooklyn Park; Rochester Community College, Rochester; Willmar Community College, Willmar; and Worthington Community College, Worthington. During the fall quarter of 1990, 55,000 students (over 34,000 FTE), an all-time high, were enrolled in credit courses at these colleges. College curricula include both academic transfer and career programs as well as noncredit courses, which enroll nearly the equivalent of the credit courses.

The Minnesota Community College System is dedicated to implementing the state's commitment to lifelong learning and the development of informed citizens essential to a strong democracy and a vital economy. We serve individuals with varying interests, aspirations, and abilities, reaching many who may not have had an opportunity to pursue higher education. The Minnesota community colleges are equal opportunity institutions committed to the principles of:

- Promoting and supporting teaching excellence
- Providing opportunities for individuals to participate in activities geared to their educational, occupational, social, cultural, and recreational interests
- Offering educational programs and services that respond to the needs of individual communities
- Acting affirmatively to enroll students and hire faculty and staff from racial, sexual, ethnic, and social groups historically underserved by or underrepresented in Minnesota higher education

These principles are the basis of our mission of *education* and *service.*

Education is achieved through:

- *General Education,* which expands the individual's social, cultural, ethical,

and intellectual horizons through the investigation of broad areas of human knowledge and achievement; assists in the exploration of possible career and life choices; enables the formulation and achievement of educational objectives; and imparts critical reasoning skills necessary to succeed in an increasingly complex society

- *Education in the Liberal Arts and Sciences,* which enables the individual to address advances in knowledge, earn an associate of arts or associate of science degree, and progress toward earning a baccalaureate degree

- *Career Education* of a technical or semiprofessional nature, which enables the individual to earn an associate of science degree and progress toward earning a baccalaureate degree in the field for which preparation is sought; to earn an associate of applied science degree, a one-year diploma, or a certificate within an associate of arts or associate of science degree program and seek employment in the field for which preparation is sought; and to address the latest technological innovations in the field for which preparation is offered

- *Continuing Education,* which enables the individual to advance as well as maintain certification in an occupation or profession; further develop employment-related skills and abilities in order to perform more effectively in the workplace; and experience personal growth and cultural enrichment

- *Developmental Education,* which enables the individual who has the potential to succeed in college-level academic work to improve basic learning skills that thereby further the achievement of personal educational objectives

Service is achieved through:

- *Community Services,* which promote economic development efforts; strengthen Minnesota's capacity to compete effectively in the world market; offer cultural and personal development opportunities; make college facilities accessible for community activities; and develop sound leadership and citizenship, which contribute to the social and economic well-being of Minnesota's communities.

- *Cooperation* with school systems, business, industry, community agencies, and other institutions of higher education, which maintains and improves the accessibility, quality, and diversity of educational opportunities throughout the state; enhances programs and services available to students; and uses the state's resources most efficiently.

HISTORY

Public junior colleges, later known as community colleges, have been part of post-high school education in Minnesota since the first such institution was opened by the Cloquet School District in 1914. The following year the school district in Rochester established a junior college that is still operating today, making it the oldest community college in the state. By 1925 additional junior colleges had opened around the state. In most of those early colleges the

superintendents of local districts provided the necessary leadership, and the school boards operated the colleges without financial assistance from outside their districts. College facilities varied from town to town, but each college was housed in a public school building shared with some other unit of the school district.

In 1950 the Minnesota Commission on Higher Education, a panel of distinguished citizens appointed by Commissioner of Education Dean M. Schweickhard in response to a directive from the 1947 Legislature, listed the purposes of junior colleges:

- To provide college training at low cost to the student
- To make college training accessible to the student in the home environment
- To provide, for students who want them, both general and semiprofessional courses that are terminal in nature
- To reduce academic mortality by giving a maximum amount of guidance and individual help during the first two college years
- To develop leadership and social maturity by offering many opportunities for participation in extracurricular activities
- To ease the transition from high school to four-year colleges and universities for students desiring the baccalaureate degree

In the 1950s college officials began to approach the legislature, pressing the point that they were enrolling students from outside their districts and were, in fact, providing a state service. They requested help with the building of facilities and with operating costs. In 1957 their efforts were rewarded when the legislature recognized that they were indeed providing such a service by authorizing state aid. During the years following 1957, college officials expanded upon the purposes defined by the 1950 commission through serving adults who were seeking further training, cultural enrichment, and recreational activities with day and evening classes.

Legislative appropriations for state aid increased along with increasing costs. The lack of adequate facilities became an even greater problem for the colleges. School boards asked the legislature for help with construction costs.

In 1963 Sen. Robert Dunlap of Plainview and Rep. Harvey Sathre of Adams were chief authors of a bill to a create a state-operated system of junior colleges. The bill was passed by the legislature and established a state junior college board consisting of five members appointed by the governor with the authority to create a system of state junior colleges. The new system began operation on July 1, 1964 with the appointment of the first board members by Gov. Karl Rolvaag. The board in turn appointed Dr. Phillip C. Helland as the first chancellor. Helland held that position for 19 years, until his retirement in 1983. Dr. Gerald W. Christenson assumed the position of chancellor on July 1, 1983.

The 1960s proved to be a time of growth and development for the new system. By 1970 the 10 original campuses had all been moved to new sites, and new colleges had been established at Thief River Falls, International Falls, and at six locations in the Twin Cities metropolitan area. In 1973 Sen. Jerome Hughes of Maplewood, encouraged by recommendations from the colleges' citizen advisory committees and the state board, introduced legislation to change the name of Minnesota's junior colleges to community colleges. Once enacted, that legislation recognized that these colleges had long since ceased to be merely the first two years of a four-year program and had indeed developed a community service mission as well.

Over the years the system's enrollment has grown from 5,400 for that first fall quarter in 1964 to 55,000 by fall 1990. All of the colleges are now accredited by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools.

GOVERNANCE

The Minnesota Community College System is governed by a single state board whose nine members (one from each of the state's eight congressional districts plus a student member) are appointed by the governor and confirmed by the State Senate for four-year terms (except the student member, who is appointed for a two-year term). The State Board for Community Colleges determines its own meeting schedule and elects its own officers (president, vice president, and secretary) annually from its membership. The board also appoints the system's chief executive officer and the chancellor, as well as the college presidents, upon the recommendation of the chancellor.

Other statutory responsibilities of the board include determining the site and location of each college; appointing faculty, administrators, and other necessary employees; contracting for employee benefits packages; and closing any of the colleges under its jurisdiction.

The State Board for Community Colleges is one of the four separate governing boards for each of Minnesota's four separate systems of public postsecondary education. The other three boards are: the regents of the University of Minnesota (five institutions), the State University System Board (seven institutions), and the State Board for Vocational Technical Education (30 institutions). In addition to these agencies, the other state postsecondary agency in Minnesota is the Higher Education Coordinating Board.

Individual colleges do not have their own separate governing boards, but do function with the local citizen advisory boards appointed by the college presidents.

The office of the chancellor (referred to as the system office) functions as the administrative arm of the board and the central administrative office of the system. It is an agency of Minnesota state government, as are each of the system's colleges. Consequently, all units of the system are generally subject to the policies and procedures that govern the operation of other state agencies. System employees are state employees, and all but senior-level administrators are organized into statewide collective bargaining agreements with the state. Faculty are organized into a single unit for the community college system and negotiate their contract directly with the board.

At the close of its 1991 session the Minnesota Legislature created a Board of Higher Education to preside over the merger of the community colleges (20 campuses), technical colleges (34 campuses), and state universities (seven campuses) effective July 1, 1995. Gov. Carlson subsequently vetoed the operating appropriation for the board, but as the legislation still stands, appointments to the board have been completed. By law the board is to have hired a chancellor by November 1, 1991 to begin planning for this eventual merger. However, the "super board" proved to be a contentious issue during the '91 session, and several interest groups and legislators have signaled their intent to undo or modify the legislation in the forthcoming '92 session. The outlook for the future organization of Minnesota higher education and that of the community colleges as a consequence is uncertain as of this writing.

FISCAL

Funding Sources: Operating funds for the Minnesota community colleges are appropriated by the legislature on a biennial basis. The state's general fund is the source of two-thirds of

these funds, and student tuition provides the remaining one-third. The colleges do not depend upon any local revenue sources for operating funds.

Funding methods or formula: Minnesota uses the average cost funding (ACF) formula for funding its public postsecondary institutions. Student tuition is allowed to cover up to one-third of the operating cost of the system, and state appropriations are then determined on the basis of full-year equivalent (FYE) enrollment tied to a base funding year that lags behind the current fiscal year by two years. In implementing the ACF formula, a three-cell matrix (low cost, medium cost, and high cost programs) is used for calculations of average instructional costs (which are very broadly defined), which are then multiplied against FYE enrollments.

Tuition and fees: There are no additional enrollment fees other than student tuition, although students may pay additional charges for costs associated with certain courses. Tuition is set biennially by the board once the system's legislative appropriation is known. For the 1991-92 academic year tuition is $35.50 per credit, which is standard for all 20 campuses around the state. This is the lowest tuition of any the state's public postsecondary systems.

PROGRAMS

Approval process: Initiative for the development of instructional programs rests with the individual colleges. Colleges usually ask the system office to review program applications prior to forwarding them to the board. If the board approves a program application, it is then forwarded to the Higher Education Coordinating Board for review and approval.

Types of programs: The Minnesota community colleges offer transfer and career programs for credit. In addition to those offerings, the colleges provide a wide variety of noncredit courses and are involved in numerous activities (both credit and noncredit) with local employers, economic development agencies, and job training organizations.

ENROLLMENT

Definitions: Full-time equivalent — 15 credits per quarter
Full-time equivalent — 45 credits per academic year

Patterns by program: During the 1989-90 academic year, enrollments in career programs generated between 18 percent of the system's total FYE. That proportion varied by individual college, ranging from less than 10 percent to approximately 33 percent. Largest enrollments in career programs are in the health and human services fields. By far the majority of students continue to enroll in academic programs.

Historical trends: With the exception of a modest decline between 1983 and 1984, the system's enrollment has increased steadily since its establishment in 1964. By fall 1990 headcount totaled 55,000. FYE for the 1989-90 fiscal year totaled nearly 33,000. Current enrollment growth systemwide is characterized by increasing numbers of part-time (now 55 percent of total enrollment), older (40 percent are now over age 25), and women (now 60 percent of total enrollment) students. Two-thirds of the system's enrollment is concentrated in its seven largest colleges, six of which are in the Twin Cities metropolitan area (home to over half the state's population) and the other, which is in Rochester. The 11 other colleges in the rural areas of the state experienced declining or stagnant enrollment during much of the 1970s, but during the 1980s enrollment has grown significantly. Those colleges, too, are beginning to reflect the demographic characteristics of the large colleges and the system as a whole, namely more part-time, older, and women students.

Twenty-year enrollment forecasts for the system developed by the Minnesota Higher Education Coordinating Board project a stabilizing or even slight decline through the mid-'90s with an upturn thereafter to about the enrollment level of the early '80s (40,000 headcount). However, enrollment limitations at and changes in mission by the state's public universities, along with a generally rising demand for higher education brought on by changing employment conditions, may lead to further enrollment growth that contradicts those forecasts.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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MISSISSIPPI

by
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Revised by
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SUMMARY

The state system of 15 comprehensive junior (community) college districts geographically encompasses the 82 counties of the state. The institutions are governed by local boards of trustees who employ, dismiss, budget, own property, and establish policies. State oversight is provided through the State Board for Community and Junior Colleges, which establishes standards and guidelines for the operation of the local districts in order to qualify for state appropriations.

The general purpose of the system is to provide educational services for the people of the geographic districts. More specific goals are:

1. Teaching and guiding students who intend to transfer to senior colleges to pursue an academic degree.

2. Teaching and guiding career-oriented students in academic, technical, and vocational programs.

3. Providing opportunities for continuing education in academic, technical, vocational, and adult education.

4. Providing leadership in civic, economic, and cultural activities.

Thirty-four campuses and centers are operated to fulfill these goals and mission.

HISTORY

The Mississippi public junior colleges began in 1922 with passage of the first permissive legislation, Senate Bill No. 251, introduced by Dr. Julius Christian Zeller, senator from Yazoo County of the nineteenth senatorial district. The bill authorized existing agricultural high schools to extend their curriculums to "include the studies of the freshman... year... of college work." Pearl River County Agricultural High School in Poplarville and Hinds County Agricultural High School in Raymond each offered college courses with the opening of the 1922-1923 session. Pearl River, which had offered college work to 12 students during the 1921-1922 session without state authority, enrolled 13 students, and Hinds enrolled 30 students during the first official year of Mississippi public junior college history.

In 1928, the legislature authorized the establishment of junior colleges at these schools provided that other school districts and counties could unite in the establishment of junior colleges. (S. B. 131,Chapter 303, Laws of 1928). The 1928 law established a state commission,

and the first state biennial appropriation of $85,000 in support of these schools was made.

The basic laws authorized Mississippi public junior colleges to provide training in specific fields, just as definitely as it provided for academic transfer, pre-professional and general education programs. The 1928 general law of the organization and operation of Mississippi public junior colleges includes the following:

> That junior colleges consisting of the work of the freshman and sophomore years shall be organized for the purpose of providing such courses as will make the studies of the agricultural high schools and junior colleges a connected and correlated whole of complete unit of educational work. These courses shall consist of agriculture, including horticulture, dairying, animal husbandry, and commercial gardening; domestic science and household arts; commercial branches, including banking, accountancy, and transportation; and the mechanical arts, such as carpentry, masonry, painting, shop work in iron and wood, and repairing and constructing motor vehicles. Wherever it is practical, instruction shall also be given in teacher training, music, and public speaking. Insofar as possible, the junior colleges shall offer a complete course of instruction so that their graduates may immediately thereafter enter professional schools if they so elect.

By 1930-31 there were 11 such institutions formed, all in connection with an agricultural high school, with a combined junior college enrollment of 1,619 students. The AHS and junior college districts at that time were Pearl River, Jones County, Hinds, Tate County, Stone-Harrison-Jackson, Compiah-Lincoln, Holmes, Newton County, Sunflower, Pike County, and Kemper County.

The only municipal junior college to be added to the system was established in 1937 by Meridian Separate School District, organized under the leadership of H. M. Ivy. The State Department of Education's supervisor of agricultural high schools and junior colleges from 1928-32 and 1936-44 was Knox M. Broom. He challenged his junior college co-workers to provide educational opportunity beyond the high school for every Mississippian through what he was pleased to call the people's college.

At the close of the second decade in 1952, nine of the 12 operating public junior colleges in Mississippi had received full regional accreditation, and this accomplishment represents the purpose and philosophy of the junior college leaders to establish and develop a collegiate academic program meeting the standards of other junior college programs in the southern region and over the nation, while also meeting the standards of the lower division collegiate work in the senior colleges and universities.

By 1950, three additional junior colleges had been founded: Cohoma, Itawamba, and Northeast Mississippi, bringing the total number of districts to 15. These districts boasted enrollments of 7,984 and had expanded their county participation to 54 of 82 counties.

In 1950, the junior college law was amended by H. B. 541, Chapter 369, Laws of 1950. It revised the procedure by which junior colleges could be established and provided for enlarged local boards of trustees and the manner of their selection. It enumerated the various powers of these boards and of the presidents. With the passage of the Junior College Law of 1950, the junior colleges began to separate the college program from the agricultural high schools, most of which ceased to operate by the end of the decade. Three junior college districts continue to operate agricultural high schools in 1986-87.

A special junior college district law in 1962 created Mississippi Gulf Coast Junior College District as a separate legal political governmental subdivision and body corporate. Then in 1964, the legislature created, or "legalized," the geographic area comprising 12 other junior college districts. The action assigned every county to a junior college district, authorized continued operation of a municipal junior college—and a junior college adjoining Hinds

County—Utica. The public junior college districts in 1964-65 are shown in Exhibit 1. The combined enrollments were 15, 264.

The 1962 law that created Gulf Coast District provided for the first multi-campus district with the establishment of two additional campuses. The need was for facilities which are located closer to population centers and that are oriented principally to occupational training brought on by campuses and centers within other junior college districts. Enrollment reached 34,145 by 1973-74. Sixteen junior college districts were operating on 25 sites; 16 original, two branch campuses, and seven specialized.

Nursing education is a vital part of the public junior college program in Mississippi. The first associate degree nursing program was established in a junior college in 1957. Currently, 11 junior college districts operate ADN programs which graduate approximately 60 percent of the new nurses registered annually in the state. Further, the public junior colleges operate all of the licensed practical nursing programs as well as many other health related training programs.

With the passage of the Federal Vocational Act, PL 88-210, and the Mississippi Junior College Vocational and Technical Training Act of 1964, the public junior colleges were selected as the primary delivery system for postsecondary occupational training. Funding resulting from these acts enabled each junior college district to acquire instructors for vocational and technical programs. These programs were organized as college credit courses as well as "start-up" and "up-grade" training designed for the specific needs of business and industry in the various junior college districts. The Division of Vocational Education, State Department of Education, provided the supervision of these postsecondary programs as well as to secondary school programs and administered the federal funds for this purpose.

Agricultural high schools were boarding schools, located in the rural areas of the state, so as to make secondary education available to young people who did not have high school within commuting distance. The junior colleges continued the practice of providing student housing facilities and 14 of the 15 districts in 1986-87 have residential facilities for students. Another practice carried forward from affiliation with high schools is the daily busing of students from communities to the campus and back home. Ten junior college districts continue to operate bus routes into various communities within their respective districts.

The 1928 law which authorized the establishment of junior colleges also created a state commission for oversight of these institutions. The commission was comprised of the elected state superintendent of education, the university presidents, and the junior college presidents. Three lay members, appointed by the governor, were added in 1950. This commission continued in this form until 1986 when it was succeeded by a ten-member lay board for the coordination of the system of the public community and junior colleges.

The commission set broad standards for junior college operations, and approved new attendance centers and vocational and technical programs to be operated by the two-year institutions. The commission had no staff, but was served by personnel within the State Department of Education. State supervision was vested in the supervisor of agricultural high schools and junior colleges from 1928 to 1968. In 1968, a separate operational division for junior colleges was created in the State Department of Education and provided state services and oversight until 1986, when the State Board for Community and Junior Colleges was established as an independent agency. The staff from the State Department of Education was transferred as the new state board office.

B. L. Hill, state supervisor for agricultural high schools and junior colleges from 1946 to 1968, provided leadership from the state office during this period. He was ably assisted by local junior college presidents which included men such as J.B. Young, J.M. Ewing, G H. McLendon, Walter Washington, F.M. Fortenberry, R.M. Mayo, Frank B. Branch, W.B. Horton, R.A. Harbour, W. Arno Vincent, P.A. Sheffield, John S. Crubaugh, and B.F. McLaurin.

It is interesting to note an indication of the leadership emerging from the junior colleges and

their political involvement. The three elected state superintendents of education during the 33 years from 1936 to 1968 were former junior college presidents. They were: Joseph Sloan Vandiver, 1936-1944 (Mississippi Delta Junior College — 1926-1835); Jack McWhirter Tubb, 1945-1967 (East Mississippi Junior College — 1940-1945); Garvin H. Johnston, 1968-1976 (Pearl River Junior College — 1953-1968).

The 16 junior college districts experienced rapid growth in enrollments, financial resources, and facilities during the 1970s. From 1970 to 1986, fall enrollments grew from 33,122 to 58,015 headcount, with notable increases in vocational-tech enrollments and part-time academic students. Operational budgets increased from $20 million in FY1970 to $125 million in FY1986. State appropriations increased during this period from $7.6 million to $57.5 million. Utica Junior College merged with Hinds Junior College in 1982, reducing the number of administrative districts of 15.

Four junior college districts operate eight vocational training centers, each of which serves two or more public school districts. This arrangement provides the most economical means of offering occupational training to secondary school students, while adult and postsecondary training programs are operated in the facilities after the regular school hours.

The valuable contribution of the junior college system to the economic development of the state has become more evident in the last decade. As the presumptive deliverers of training for business and industry in the state, the individual junior college districts cooperate closely and contract with the Bureau of Vocational Education, State Department of Education, the governor's Office of Manpower and Training, the Mississippi Employment Security Commission, and regional planning and development districts. Training programs include short-term certificate as well as degree programs designed to meet the needs of existing employers, new and changing enterprises, and the individual entrepreneur.

By 1987 the 15 junior college districts were operating on 36 campuses and centers composed of 21 comprehensive campuses, seven postsecondary co-tech centers, and eight multipurpose vocational-tech centers (secondary).

Centers were established in the more populous locations and where training needs existed.

Leadership through the recent period was provided by the following presidents: J.J. Hayden, Jr., William Scaggs, M.R. White, Clois Cheatham, Terrell R. Tisdale, W.O. Benjamin, B.B. Thames, Harold T. White, Horace C. Holmes, J.T. Hall, Louis C. Stokes, James Miller, Charles V. Wright, R.M. Thorne, R.M. Mayo, Henry B. Koon, McKinley Martin, and Clyde Muse.

The state director from 1970 - 1990 was George V. Moody. The current state director is Olon Ray.

GOVERNANCE

Effective July 1, 1986, a State Board for Community and Junior Colleges was established as an independent coordinating agency for the system of public two-year institutions. Prior to 1986 a state commission functioned within the State Department of Education for oversight of junior colleges.

The state board consists of 10 members, none of which shall be an elected official or engaged in the educational profession. The governor appoints all 10 members, two from each congressional district and no more than one residing in any junior college district. Initial terms of appointment are from two to five years; subsequent terms are for six years.

The board elects a chairman and vice chairman from its membership, and adopts policies for operation. By policy, the board meets monthly in Jackson, except when determined and announced to meet at another time or location.

The state board has established subcommittees to work with the boards for public education (K-12 and vocational education) and the board for the university system. It is empowered to contract with other agencies for programs and services needed for the operation

and development of the system.

Some general duties and powers of the state board are:

- To authorize disbursements of state-appropriated funds
- To make studies and compile and publish reports
- To approve proposed and amended vocational and technical programs
- To approve new attendance centers as the local boards of trustees should determine
- To approve any university branch campus offering lower undergraduate level courses for credit
- To fix standards for community and junior colleges to qualify for appropriations
- To have sign-off approval on the State Plan for Vocational Education

The state board is a coordinating agency seeking cooperation and communication with local institutions through the presidents and other representatives of local colleges. The state board expresses its authority only in those areas that are expressed or implied for the state board responsible for general oversight for the system.

The State Board for Community and Junior Colleges names the director for the community and junior college system. As chief executive officer of the board, the director gives direction to the board staff, carries out board policies, and works with the presidents of the local community and junior colleges to assist them in carrying out the mandates of the several boards of trustees and in function within the state system and policies set by the state board.

The board staff consists of eight positions: the executive director, four other administrative personnel, and three secretarial positions.

FISCAL

The operating budgets of Mississippi junior colleges are funded primarily by state appropriations, local property taxes, and student tuition and fees. State appropriations are made to the State Board for Community and Junior Colleges for general support and to the State Board of Education for support of vocational and technical education in the public schools and junior colleges. A history of funding percentages for educational and general purposes follows.

	FY 1960	FY 1970	FY 1980	FY 1990
State: SBCJC	41.0%	38.0%	42.0%	44.0%
State: SBE	—	9.0%	16.0%	12.8%
Federal	—	15.0%	10.0%	5.6%
County	46.0%	24.0%	15.0%	12.6%
Students	13.0%	14.0%	17.0%	25.0%
(Millions)	$4.8	$20.1	$76.4	$165

Funding for auxiliary operations (food services, housing, stores) comes from the user (the student) and amounted to $24 million in FY1990.

Capital improvements are financed mostly from local property tax revenues, federal vocational act funds, and negotiated state appropriations. There have been no state appropriations for capital improvements from 1981 to 1989. However in 1990 and 1991 the legislature approved $10 million and $8 million, respectively, for capital improvement. Local support for capital improvements in FY1990 was $14.8 million.

State appropriations are negotiated and made annually to the State Board for Community and Junior Colleges for allocations to the 15 public junior college districts in accordance with formulas contained in the appropriation bill. The formula distributes most of the funds based on full-time (not full-time equivalency) students, counting Mississippi residents only. Lesser amounts are provided for the FTE of part-time students. A special funding supplement is given for support of associate degree nursing programs.

Tuition and fee charges are established by the board of trustees of each junior college district. Annual tuition and fee charges for 1990-91 term are as follows:

	Average	Range
Tuition - District	$ 728	$ 606 - 900
Tuition - Out-of-State	1,738	1,416 - 2,370
Room and Board	1,648	1,212 - 2,210

PROGRAMS

The Mississippi public junior colleges offer academic (university-parallel), technical, vocational, adult basic education, adult continuing education, general educational development, job training partnership and industry related.

The only programs that require approval of the State Board for Community and Junior Colleges are technical and vocational full-time programs. Each institution must initiate a request for program approval to the state board office four weeks prior to its being considered by the board for action. Comments are solicited from the State Department of Education, Bureau of Vocational-Technical Education, and from any state agency that may provide funding or supervision for the operation of the program. Also, the schools should have a position statement from any professional association or state board if licensing or certification of the program's graduates is required.

The associate of arts degree and associate of science degree are awarded to students who complete a minimum of 60 semester or 90 quarter hours of academic coursework. Associate of applied science degrees are awarded to students who have completed the required semester or quarter credit hours in a technical program. Included in each technical program is 15 semester credits or the equivalent quarter hours of general education coursework. In addition to the associate degrees, the community and junior colleges are authorized to issue diplomas and certificates in vocational curricula.

All of the Mississippi public junior colleges are accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

ENROLLMENT

In order to be classified as a full-time student in a Mississippi public junior college, the student must be enrolled in a minimum of 12 semester credit hours of instruction. Students

who are enrolled in 11 semester credit hours or less are considered to be part-time students. Full-time equivalence is calculated on the basis that 24 semester hours of instruction equal one full-time equivalent student.

For the past 10 years, enrollments in academic (university-parallel) programs have shown a steady increase in the categories of full-time and part-time students. In the 1980 fall semester there were 13,662 full-time students, as compared to 20,844 for the 1990 fall semester. The part-time enrollment for these same two years was 1,671 and 11,918, respectively.

Enrollments in technical programs show much the same trend. The number of full-time and part-time students has increased over the same 10-year time span. Full-time technical students in 1980-81 were 7,651, as compared to 1990-91 enrollment of 8,925. The number of part-time technical students increased from 853 students in 1980-81 to 2,961 students in 1990-91.

Enrollments in programs other than academic, technical, and vocational cover a broad spectrum, including adult basic education, job training, industry-related training, adult vocational education, and other programs. The number of people taking advantage of these types of programs has increased over the past 10 years just as other enrollments have grown. In 1981-82, 9,641 people were enrolled, compared to the 1990-91 enrollment of 17, 784.

The number of women attending Mississippi public junior colleges during this period has also increased from 54.2 percent of the enrollment in 1981 to 59.8 percent of the enrollment in 1990.

All enrollment figures included here are for students enrolled at the end of the sixth week of the fall semester. The total enrollment for fall 1980-81 was 50,015; for fall 1990-91 the figure was 66,150.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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Mississippi Association of Community and Junior Colleges
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MISSOURI

by
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Coordinating Board for Higher Education

Revised by
CHARLES J. McCLAIN
Commissioner of Higher Education,
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SUMMARY

The Missouri statewide community college system is currently composed of 12 autonomous districts with a total of 16 campuses. The districts located in the metropolitan areas of St. Louis and Kansas City are multicampus institutions. Each college is governed by a locally elected board of six trustees, composed of district residents. Although district resident students are the priority of the colleges, anyone may attend. However, a tuition differential does exist for out-of-district and out-of-state students. The statewide oversight of the system is carried out by the Missouri Coordinating Board for Higher Education through its program approval, statewide coordination, and budget recommendation responsibilities. In addition, the coordinating board has the statutory authority for calling elections to form new districts, based on local initiative petitions.

Although the Missouri community college system lacks a centralized governance structure, the institutions share several common goals. Access, in financial and academic terms, is a common goal of Missouri community colleges. Making college-level instruction available to all citizens who desired it was one justification for the development of the system. The delivery of quality programs and services is another common goal of the institutions, thereby offering the community the best possible educational value. Finally, the colleges are committed to serving the unique educational needs of their local service areas by providing innovative programs and services in the community. A high degree of diversity among the community colleges serves not only the local needs but also reduces unnecessary program duplication and fosters program diversity throughout the state. At the present time, all of the public two-year institutions in the state are refining their mission and goal statements to clarify the areas of primary institutional importance and how their activities in those areas are serving local and statewide needs.

HISTORY

Although the present junior college system in Missouri is a relatively new one, authorized by legislation passed in 1961, there is a long tradition of community-based postsecondary education in the state. The concept was first implemented in 1915, when Kansas City Polytechnic Institute opened its doors to students. As the junior college movement gained popularity, it became obvious that some form of structure for the rapidly developing system was needed. With that in mind, the Missouri General Assembly passed legislation in 1927 authorizing college-level courses in connection with secondary schools. It placed the jurisdiction for formation of the districts under the State Board of Education, thereby setting the legal

precedent for the establishment of junior colleges under state supervision. When petitioned by the residents of a school district, the state board could authorize the offering of 13th and 14th year programs as an extension of the existing school district. By 1949 eight districts were offering these college-level classes. Although tuition charges were authorized in the statutes, since no state funds were available, fiscal constraints caused many school districts to abandon their efforts.

Several imperfections plagued the junior college system. Not only were the districts denied state financial aid, but there was no separate tax base specifically for the support of the junior college. In addition, the college districts were limited to the geographic boundaries of the single affiliated school district, thereby severely restricting the population base of the district and thus the student pool and the property tax base. These facts, accompanied by the predictions that college enrollments would more than double by the early 1970s, set the tone of the state's higher education conferences of the late 1950s concerning the junior college issue. A community-based junior college district, with substantial means of local support, was seen as a relatively inexpensive alternative to major capital construction projects at the four-year institutions in dealing with predictions of exploding numbers of college-bound youth.

As a consequence, in late 1960 the Committee on Education Beyond High School, established by Gov. James Blair and headed by Ward E. Barnes, a St. Louis area school superintendent, drafted a proposal calling for the establishment of a junior college district system with the power, by a vote of the people in the district, to levy taxes for its operation. In addition, state funds would be authorized to supplement tuition and tax income. Two bills, based roughly on the commission's proposal, were introduced in the Missouri Legislature in early 1961. The senate version, sponsored by Sen. Earl R. Blackwell of Hillsboro, was finally agreed to by both houses and was signed by Gov. John M. Dalton on July 25, 1961. The legislation provided that any school district or combination of contiguous districts could establish a junior college by a vote of the people within the proposed district. The college district was new in Missouri, as it essentially created a new public agency with the power to tax its residents in addition to the authorized state subsidy. The state department of education retained administrative authority, with the addition of state aid administration and authority to call the elections to form the districts. With the governor's signature, the junior colleges, designed mainly to provide courses to allow traditional students to transfer to four-year institutions, began to be replaced by institutions much more comprehensive in nature, providing programs of instruction and services for the entire community.

Seven of the existing districts were authorized for state aid under this new junior college system. However, interest in forming the first new district under the recently passed statute was high. In fact, in less than one year after the enactment of the new law, 30 communities had inquired of the board of education about forming districts. St. Louis City and County, although having a limited junior college attached to Harris Teachers College, were the first to attempt organization of an entirely new district. In spite of the controversy that was aroused, including the proposal of a rival district and a legal dispute over jurisdiction, the voters of St. Louis City and County approved in April 1962 the formation of the first junior college district under the new law.

With the success of the St. Louis proposal, numerous communities began voting on community college issues. In April 1963, two more new districts were approved by voters. The year 1963 also saw the formation of the Missouri Commission on Higher Education to coordinate postsecondary education, although the state department of education was still the parent agency with direct jurisdiction over the junior college system. The first attempt to reorganize an existing junior college district under the new statutes took place in 1964, as the Joplin area voted to expand its district to include all of Jasper County, with a separate tax levy. In May 1964 Kansas City Junior College was restructured into a district including a total of eight school districts in three counties.

In addition to establishing a broad base of support, one of the other goals of the new system was being realized, with the junior college sector exhibiting substantial enrollment growth. In 1961 junior college enrollment was estimated at slightly more than 6,700 students. By fall 1964 enrollment was in excess of 10,000, including the three new districts that had been formed. The junior colleges had become a symbol of the growing need for and expectation of postsecondary education in Missouri.

Over the next three years, several more communities established or reorganized junior colleges. Problems continued to surface, however. Tax payers in one district brought an unsuccessful suit to stop the collection of taxes in portions of the district that had defeated the proposal. The case illustrates the dichotomy of resistance to taxes and the resultant low tax status of the state, and the need to provide higher education services for an area. By 1968 about 48 percent of the public high school students still lived outside the existing junior college districts, even though there were now 12 organized districts.

Changes were also coming for the state administrative structure with regard to the junior college system. In August 1972 the Missouri Commission on Higher Education recommended that the administrative jurisdiction over the junior colleges be transferred from the Department of Education. Part of the commission's master plan for higher education stated that this divided responsibility was limiting the growth potential of the junior colleges, which by fall 1973 were enrolling a statewide total of well over 43,000 students. The legislature evidently agreed, because under the state government reorganization plan proposed and passed in 1973 and implemented in 1974, the junior college powers were transferred from the state Department of Education to the Department of Higher Education, which was now under the newly formed Missouri Coordinating Board for Higher Education.

Although this administrative structure has survived to the present, several of the institutions have undergone substantial changes, and two new districts have been formed. During the 1970s several of the larger districts reformed the methods used for electing trustees to comply with a Missouri Supreme Court ruling that the one-man, one-vote principle must be followed in junior college elections. By 1980 only two of the junior college districts in existence when the 1961 law was enacted were still in operation under the original statute. During the next six years, both expressed interest in reorganizing their districts to bring them under the new law. Legislation was enacted in 1981 to allow the districts to directly petition the coordinating board to call an election for that purpose, and in April 1982 Moberly voters approved the conversion. In 1986 the people of Trenton followed suit. That action, 25 years after the new system was created, closed the book on the original junior college system in Missouri.

The two new community college districts are St. Charles County Community College, near St. Louis, located in one of the fastest growing counties in the state, and the Heart of the Ozarks Community Technical College (OTC), located in Springfield. The St. Charles County College was approved by county voters in April 1986. OTC's district includes all or portions of 14 contiguous school districts and was approved by the voters of those districts in April 1990.

GOVERNANCE

The state-level board with powers and duties relating to the higher education sector is the Coordinating Board for Higher Education. The coordinating board employs a commissioner to act as its chief executive officer in carrying out its goals and responsibilities. The commissioner is also responsible for employing and administering the board staff, which makes up the Department of Higher Education. The coordinating board is a lay board, composed of nine members appointed by the governor with consent of the senate for six-year terms. No two members can be from the same congressional district and no more than five from the same

political party. The board must meet at least four times a year. Several committees serve the board, some handling the details of board items and others composed of institutional representatives and other citizens, which serve to advise and inform the board.

The coordinating board has advisory and governing board powers within its statutory authority. The role of the board is one of informed spokesman for the public interest, balancing the needs and goals of the state against those of the individual institutions. The four main functions of the board, especially with regard to community colleges, are statewide planning and coordination for higher education, the provision of information and public policy recommendations for state policy makers, program approval and review, and budget recommendations on state aid to the governor and the General Assembly. The coordinating board cooperates with the Department of Elementary and Secondary Education with regard to vocational-technical education as it relates to community colleges.

FISCAL

Funding sources for Missouri's community colleges tend to vary in their importance from district to district. Although Missouri statutes limit the state's share of the combined expenditures for all junior colleges in the state to 50 percent, the individual institutions are relatively autonomous in budget decisions with regard to revenue resources and their proportion of the budget. The reliance on the local property tax revenue also tends to make across-the-board comparisons of revenue components difficult. However, for all of the institutions as a group, the proportion and range by source of unrestricted education and general revenue for fiscal year 1990 are:

Category	Statewide Percentage	Range
State Appropriation	36.4%	48.7% — 31.2%
Local Appropriation	27.2%	5.7% — 34.4%
Student Fee Income	24.5%	15.5% — 32.3%
State Voc. Reimbursement	3.4%	0.9% — 10.0%
Other	8.3%	3.9% — 25.8%

Included in the category labeled "other" are any federal aid, grants, endowment income, and sales of educational services and equipment. A caveat to these statewide figures is their inability to illustrate the diversity in funding resources at various districts, although the range amounts do give some measure of it. For example, the small rural districts tend to depend more on income from state appropriations and "other" sources, due to a low property tax base, while the urban districts receive a larger proportion from local revenues.

The state aid portion of junior college revenues uses a credit-hour-driven formula. Each institution reports to the coordinating board the number of eligible credit hours generated the previous year, with the hours categorized as general or vocational. State funding is provided on a per-credit-year basis, the rate being set statewide and differentiated for each type of credit hour. As mentioned before, the statewide total cannot exceed 50 percent of institutional expenditures.

Tuition rates, on the other hand, are a matter of institutional prerogative. Although the coordinating board makes recommendations concerning the proportion of the budget they should comprise, tuition is one of the few income sources over which the board of trustees has any control. Therefore, they also vary widely from district to district. The 1990-91 range of

unrestricted student fees for district residents is from $570 to $870, a statewide increase of about 68 percent since 1983. Out-of-district student tuition ranges from $930 to $1,440, an increase of approximately 78 percent over the same period. Unrestricted student fees are the charges incurred by a full-time student for one academic year and do not include restricted or designated fees for a specific purpose such as health service, student activities, or debt retirement.

PROGRAMS

New program approval was authorized by the 1974 reorganization act that created the Coordinating Board for Higher Education. This power of approval of proposed new degree programs, which extends to both two- and four-year public institutions, is designed to promote effective and economical specialization among the institutions and to implement the coordinated plan for the development of higher education in the state. In 1983 the coordinating board assumed the added role of reviewing existing degree programs on a five-year rotational basis.

All new degree programs and certificate programs of more than one semester must be submitted to the coordinating board for review and approval. In addition to submitting new programs for in-district offerings, a public two-year institution must submit for approval programs offered outside the college district. Multicampus institutions must submit separate proposals for individual campuses. The institution must implement an approved program within two years of approval or the proposal must be resubmitted with updated information. Changes in existing programs, such as adding or deleting options, also require approval.

The criteria for review of a proposal include the program's appropriateness to the institution's role and scope; the academic structure of the program; the regional, state, or national need for the program; duplication of efforts of other institutions; adequacy of faculty and library resources; adequacy of physical facilities and instructional equipment; administrative structure; performance goals; and suitability of financing arrangements (including institutional reallocation of funds and the financial costs and benefits resulting from the program). Since innovative programs may differ significantly from traditional practices, nontraditional proposals must provide information to justify that difference and assure that traditional quality will be maintained. Proposed programs are measured by the coordinating board against these standards and, after clarification of any problems or questions through communication with the institutions, are approved or rejected. Procedures have been established for an institution to request that the coordinating board reconsider its decision on a proposal.

Prior to 1961 the state's junior colleges were concerned primarily with college transfer curricula for current high school graduates. Today Missouri's community colleges are truly comprehensive institutions, offering a full range of programs. These include the traditional academic programs geared toward transfer to four-year institutions, technical-vocational training and certification designed to prepare students for employment, general education for all students, community services, and adult basic and continuing education. In addition, several institutions are engaged in partnerships with industry to provide job-related training and skills upgrading. Some are also implementing activities to attract the nontraditional learner to higher education, especially with regard to older and minority students.

Prior to 1974, all public community and junior colleges were accredited by the State Department of Education. As a result of state reorganization in 1974, statutory authority was transferred to the coordinating board, including the responsibility for accreditation, which is a prerequisite for receiving state funding. At that time, the board adopted the current policy,

which accepts accreditation by the North Central Association of Colleges and Schools as prima facie evidence of acceptable standards. Authorization to establish a new college and the approval of the program of instruction constitutes initial accreditation for three years. After that time, in the absence of North Central accreditation, the coordinating board conducts accreditation visitations under its adopted guidelines.

Neither the Missouri legislature nor the coordinating board sets graduation or degree standards for the state's community colleges. While the legislature has required the teaching of certain subjects, for example U. S. and Missouri constitutional studies, the determination of the course requirements for degrees or certificates is considered the prerogative of the individual institution. Through its statutory charge to establish guidelines to promote and facilitate student transfer, the coordinating board has established definitions of general degree programs. However, these do not identify specific requirements for graduation. The coordinating board has some additional control in this area, through its power of approval of new programs.

ENROLLMENT

Full-time equivalency and headcount enrollment reported in terms of being on campus and on schedule are the enrollment standards used by the coordinating board. "On campus" and "on schedule" refer to students engaged in activities taking place in campus facilities or an approved residence center or within the community college district and which are offered on a schedule that generally corresponds with the regular academic term. Full-time equivalency is a constructed student count calculated by dividing the total number of credit hours generated by the applicable normal student load. Headcount enrollment is an unduplicated count of students regardless of full- or part-time status.

Enrollment patterns by program are not available at this time, since Missouri is only now beginning to collect information at that level of detail. The only measure of program-level activity currently available concerns degrees conferred, which is of limited use in this context, especially with regard to community colleges, since they enroll many students whose goals may not include any formal award.

As was clear in the system history, enrollment numbers increased rapidly during the formative years of the system. Determining the exact level of growth is difficult, however, since the definitions for reporting and the methods of collecting information changed several times during the period. Enrollments continued to increase after 1973 until reaching a peak in fall 1983, exceeding 59,000 by student headcount and 32,000 full-time equivalents (both figures being on-campus, on-schedule counts). Since that time, enrollment changes at the two-year institutions have been uneven, with an overall decline of over 8 percent in FTE and a headcount reduction of nearly 7 percent between fall 1983 and fall 1986. Contrary to that trend, however, is the growth reported between 1985 and 1986 of approximately 5 percent in both categories, mostly due to increases in older and part-time students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Associate Commissioner for Planning and Academic Programs
Coordinating Board for Higher Education
101 Adams Street
Jefferson City, Missouri 65101
TELEPHONE: (314) 751-2361
FAX: (314) 751-6635

MONTANA

by
DAVID L. TOPPEN
Deputy Commissioner for Academic Affairs
The Montana University System

Montana has three public community colleges and seven tribally controlled two-year colleges. Dawson Community College, the oldest community college in Montana, was established in 1940. The Board of Regents in Higher Education serves as both coordinating board and governing board for all public higher education in Montana.

Public and tribally controlled community colleges in Montana enrolled approximately 5,000 students in fall 1990. Of more than 400 degrees awarded, 42 percent were in liberal/general studies, 24 percent were in business and related programs, and 15 percent in health-related studies.

Average tuition and fees at public two-year colleges in 1990-91 was $822, and about 12 percent of educational and general revenues were received from tuition.

These data exclude the five public technical institutes in Montana.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Coordinator
Community Colleges
33 South Last Chance Gulch
Helena, Montana 59620
TELEPHONE: (406) 444-6570
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NEBRASKA

by
BRUCE G. STAHL
Executive Director
Nebraska Coordinating Commission for Postsecondary Education

There are six public community colleges in Nebraska with a total of 15 campuses. Each district is governed by a local board. McCook Community College and Nebraska Western College were founded in 1926. There is a voluntary association of the colleges and a state-level Nebraska Coordinating Commission for Postsecondary Education, both located in Lincoln.

The technical and community colleges enroll nearly 33,000 students. More than 4,200 degrees were awarded in 1989-90. Tuition and fees averaged $867.50 per year and comprised 17 percent of the educational and general revenue of the institutions in 1989-90.

FOR ADDITIONAL INFORMATION CALL OR WRITE

Executive Director
Coordinating Commission for
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Lincoln, Nebraska 68509-5005
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NEVADA

by
MARK H. DAWSON
Chancellor, University of Nevada System

SUMMARY

The University of Nevada System provides all public higher education for the state of Nevada. The system encompasses two universities, four community colleges, and a research institute and is governed by a Board of Regents. The chancellor is appointed and serves as the board's chief executive officer.

The system's mission is to provide all public programs of postsecondary instruction in Nevada; to sponsor and undertake those programs of basic and applied research that complement the programs of instruction and that contribute to the cultural, economic, and social development of Nevada and the nation; and to sponsor and conduct continuing programs of public service for the citizens of the state.

HISTORY

The first public community college established within the state was Northern Nevada Community College, which opened its doors in 1967. Assembly Bill No. 659, approved in 1969, charged the University of Nevada Board of Regents with the responsibility for developing and administering the community colleges in Nevada. A community college division was established within the University of Nevada System that same year.

A *State Plan for Community Colleges in the State of Nevada* was adopted by the Board of Regents in January 1971. It outlined a five-fold mission to provide comprehensive community college services in the areas of occupational programs, university parallel education, community services, developmental education, and counseling and guidance. An open-door policy of admitting any high school graduate or adult capable of profiting from continuing education was established. At that time the Community College Division anticipated 60 percent of its enrollment would be in occupational education, 20 percent in university parallel programs, 10 percent in community services, and 10 percent in developmental programs.

Today presidents head each of the four community colleges, which include the Community College of Southern Nevada, Northern Nevada Community College, Truckee Meadows Community College, and Western Nevada Community College. Each of the four main campuses also provides services through rural centers or satellite campuses to various local communities. Each campus offers comprehensive programs to a diverse population. Over the years different emphases have been placed on the five-fold mission, but the original strategy has served the needs of the state well. Occupational education, however, has remained central to the Nevada community college mission.

Nevada is the fastest growing state in the nation today, and this tremendous growth has resulted in large increases in enrollment at all of the colleges. For some campuses, enrollment has increased at a faster rate than the population of their service areas. A related demand for highly educated, well-trained workers continues to increase as industries relocate within the state and more of the jobs require additional training due to advanced technology.

A physical master planning process was completed in 1989, which represented a significant step in establishing standardized physical master plans for each institution. Academic master

plans have recently been developed for each campus, focusing on mission, goals, and priorities of each of the community colleges to meet the needs of the state. A four-year systemwide planning report will be submitted to the Nevada Legislature and updated on a biennial basis. A report and recommendations designed to strengthen student transfer and articulation within the University of Nevada System were approved by the Board of Regents in October 1990. Combined efforts of the community college presidents are focused on pursuing a number of the recommendations outlined in the American Association of Community Colleges' Futures Commission report, *Building Communities: A Vision for a New Century.*

GOVERNANCE

The exclusive control and administration of the University of Nevada System is vested by the constitution of the state in an elected Board of Regents. The composition of the board and terms of its members are prescribed by law. The nine members are elected for six-year terms, with each member representing an apportioned district within the state. Based upon results of the 1990 census, reapportionment may result in an increased number of members. The board officers consist of a chairman, vice chairman, and committee chairs. Meetings are held approximately every six weeks; special meetings are scheduled when necessary.

The board cooperates with any and all agencies of the state in the interest of serving the people and ensuring the maximum utilization of the state's resources. Joint meetings are held periodically with the State Board of Education, which is responsible for K-12 education, and cooperative efforts are frequently undertaken.

FISCAL

The state legislature meets on a biennial basis; the fiscal year used by the system is July 1 through June 30. Systemwide, approximately 80 percent of funds are allocated through state appropriation. Fourteen percent is provided through registration fees, nonresident tuition, and miscellaneous student fees. Additional revenue sources include gifts, grants, and other income. A funding formula is built upon two major components. The instructional area is based upon the number of full-time equivalent students (FTE) enrolled or projected to be enrolled. A student/faculty ratio determines the number of full-time faculty authorized. The second area includes a support services formula that covers academic and institutional support, student services, and plant operation and maintenance.

Standard student fees are $24 per credit, or an average of $720 per year for full-time enrollment, at each community college. An out-of-state tuition charge of $1,500 is made for students enrolling for seven credits or more in a given semester.

PROGRAMS

All new academic programs are approved by the Board of Regents. Proposals submitted to the board must address the need for the program and include a detailed curriculum proposal, a review of existing related programs, and a resource analysis.

All community colleges are fully accredited by the Northwest Association of Schools and Colleges, and a number of programs hold special accreditation. Programs are offered in transfer and occupational education, community services, and developmental skills. Cooperative agreements with local high schools provide the opportunity for GED preparation and

earning a high school diploma. Adult Basic Education and ESL instruction are given as well. The campuses play an important role in providing training for business and industry in the state. Partnerships with businesses remain active, as the colleges continue to develop customized training programs for employees.

Campuses have identified and continue to evaluate a number of effective measures to indicate the progress of learning and the levels of skills at the completion of these very diverse programs. New methods of instructional delivery, such as telecommunications and computer-aided instruction, are increasingly being integrated into existing educational settings.

Each institution awards certificates and associate degrees for both transfer and occupational programs. The associate of arts and associate of science degrees are designed for students who wish to transfer into a baccalaureate program. A minimum of 60 semester credits is required in general education and major areas. The associate of applied science prepares a graduate for an occupational or technical career field. The associate in general studies meets the continuing education needs of students and may be used for transfer depending upon their major.

ENROLLMENT

The funding formula for the system defines a FTE student as completing 30 undergraduate semester credits during the academic year. A 15-week semester is used. Total headcount enrollment in the four community colleges has increased over 76 percent since 1981, to 37,276. Eighty-nine percent of the students attend on a part-time basis.

In 1990 the largest number of certificate and associate degrees was conferred in humanities (33 percent). This was followed by health-related programs (22 percent), business and management (19 percent), social and behavioral science (11 percent), science and technology (7 percent), and education (1 percent), with the remaining students choosing other fields.

REFERENCES

State Plan for Community Colleges in the State of Nevada, 1971.

Nevada 2000: Future Directions for Nevada's Colleges and Universities, 1983.

The University of Nevada System Planning Report, 1989-1993.

Course Transfer Guide, 1989.

Strengthening Student Transfer and Articulation within the University of Nevada System, 1990.

University of Nevada System Enrollment Report: Fall 1990.

FOR ADDITIONAL INFORMATION CALL OR WRITE

University of Nevada System
2601 Enterprise Way
Reno, Nevada 89512
TELEPHONE: (702) 784-4901
FAX: (702) 784-1127

NEW HAMPSHIRE

by
H. JEFFREY RAFN
Commissioner
New Hampshire Department of Postsecondary Technical Education

SUMMARY

The New Hampshire Department of Postsecondary Technical Education consists of six technical colleges and one technical institute. In addition, the department oversees the New Hampshire Police Standards and Training Council (police academy). The administrative staff of the colleges/institute consists of the president, the dean of academic affairs, the dean of student affairs, the dean of community education, and, in two cases, the director of admissions.

New Hampshire Technical College has campuses across the state, in Berlin, Claremont, Laconia, Manchester, Nashua, and Stratham. The New Hampshire Technical Institute (NHTI) at Concord is located in the state capital and is the only institution in the system with residence halls. The New Hampshire Police Standards and Training Council is located on the NHTI campus.

Over 150 associate degree, certificate, and diploma programs in business, industry/manufacturing/technology, and the health fields are offered throughout the system. The colleges and institute operate day and evening divisions. In some locations, courses are offered on weekends. All programs can be completed by attending full- or part-time. Both credit and noncredit courses are offered at all locations. In addition, each offers a variety of enrichment courses.

Mission and Goals

The New Hampshire Department of Postsecondary Technical Education is an agency of state government established to serve and contribute to the welfare of New Hampshire and its people. As distinct from the broader responsibilities of community/junior colleges and the state university system, this department is responsible for, and dedicated to, excellence in preparation of youth and adults for productive employment as technicians and skilled workers for New Hampshire employers. It achieves its purposes by holding the Institute and colleges accountable for responsiveness to New Hampshire employers and to all serious students seeking open access to affordable, relevant preparation for the world of work.

HISTORY

The New Hampshire Department of Postsecondary Technical Education has existed for over 45 years. It began as the State Trade Schools, 1945-49, through Chapter 204, New Hampshire laws. Chapter 204 directed the State Board of Education to "provide trade and vocational training and retraining for the occupational adjustment of youths and adults and particularly to provide trade school facilities for veterans demobilized from the armed services."

Although it was not specified by law, it was expected there would be two schools, one in Portsmouth and one in Manchester. Veterans had first choice in admission to the trade schools. Tuition was $450 a year, and scholarships for half that amount were available from the state.

The first students entered the Portsmouth school in fall 1945 to study machine shop, sheet

metal work, electricity, and heating and air conditioning. At the time, they were all veterans. The only entrance requirement was the willingness to walk in the door and be eligible for the GI Bill.

During that early period, Portsmouth admitted students monthly, and following the industrial model, operated 40 hours a week, 50 weeks a year. There were two classes each day, one in the morning and one in the afternoon. Classes were three hours long, and each one was broken by a smoking break halfway through.

On December 4, 1945, the first student arrived at the state trade school in Manchester ready to start the machine shop program. By the end of January 1946, programs in automotive repair, radio, and electricity were up and running. Welding, refrigeration, drafting, and sign painting were soon to follow.

By 1947 the two "trade schools" were firmly established in Portsmouth and Manchester. The composition of the schools soon began to change. On August 11, 1947, the first nonveteran was admitted, and by the end of 1948 there were about 30 between both locations. In 1949 Manchester had two women in attendance.

The advent of evening classes at both locations came at the request of local industries. Plumbing, carpentry, and textile apprentice evening classes were established.

In 1948 the trade schools and state teachers' colleges planned to work together to train trade and vocational teachers. The trade schools were also prepared to offer teacher training courses to tradesmen who either were already teaching or who wished to prepare themselves as teachers.

As the programs at the trade schools grew, they become more sophisticated. By 1948 courses in applied mathematics and applied science were added to individual programs. As the programs become more technical, it was felt that the names of the institutions should better describe their function. On August 11, 1949, the state trade schools became known as the New Hampshire Technical Institutes.

During the early 1950s there were changes in curriculum as well as changes within programs. In 1952 the institutes reached out to provide training for handicapped and disabled students. In 1953 a group of blind men successfully completed a machine tool operator's course taught by the regular machine shop instructor at Manchester.

During the latter part of the 1950s, changes in the makeup of the student body caused the institutes to change. The first groups had been veterans. As the number of them decreased and veterans became the minority, the institutes found that more of their students were coming directly from high school.

During the early 1960s the pace quickened. In 1961, to relieve the overcrowding prevalent at both Manchester and Portsmouth, the New Hampshire Legislature authorized the development of five vocational institutes and one technical institute. A sum of $1,650,000 was appropriated to build and equip the New Hampshire Technical Institute. Manchester and Portsmouth became two of the five vocational institutes and the single technical institute was built in Concord in 1964.

RSA 188-A called on the technical institute to "prepare qualified high school graduates as technicians who may serve as assistants to professionally trained personnel" and the vocational institutes to "prepare qualified high school graduates or the equivalent as skilled workers to meet the occupational needs of the state."

The technical institute first offered data processing, electrical engineering technology, electronic engineering technology, and mechanical engineering technology. By the end of the 1960s the Tech Institute was well established. The original construction plan was a combined classroom, laboratory, cafeteria, administration building, and a dormitory to house 100 men.

In 1969 the Tech Institute was accredited by the New England Association of Colleges and Secondary Schools. Because of the technical nature of the school, most of its programs were also individually accredited by the appropriate professional organization: in this case, the

Engineering Council for Professional Development, which is now the Accreditation Board for Engineering and Technology.

The early 1970s brought health-related programs in nursing, dental hygiene, and radiologic technology to the institute. By 1973 all three of the original health programs were accredited by their professional associations.

When the schools in Portsmouth and Manchester were changed from trade schools to vocational institutes, not much changed besides the name. By 1963 the New Hampshire legislature appropriated money for buildings to house three of the five vocational institutes that had been envisioned in 1961. The new buildings in Portsmouth and Manchester were ready for the 1966-67 school years, and a north country school was planned and built to open in the same year in Berlin.

Berlin, being the newcomer, had the identical core programs as the other two. By 1967 sites in Laconia and Claremont had been chosen. At the time they were to be the last two of the vocational institutes. That same year, however, a sixth school would be authorized, and Nashua would be chosen as the site.

A development in 1967 resulted in the State Board of Education authorizing the institutes to grant the associate degree in applied science. Two years later, the legislature changed the name of the New Hampshire Vocational Institutes to the New Hampshire Vocational-Technical Colleges.

In 1972 the Division of Postsecondary Education of the State Department of Education was formed. Previously the colleges/institute had been part of the Division of Vocational-Technical Education. Also in 1972, the legislation that established the colleges/institute system (RSA 188-A) was amended to authorize the vocational-technical colleges ". . . to seek accreditation . . . as soon as possible within available appropriations, . . . in order to meet the requirements for federal aid."

By 1975 all six colleges were accredited by the New England Association of Schools and Colleges. Among other benefits, accreditation led to an agreement between the Division of Postsecondary Education and the University System of New Hampshire that allowed students some transfer of credits earned at the colleges/institute to the university system.

In 1983 the Division of Postsecondary Education of the State Department of Education became its own department, with a commissioner appointed by the governor, and was known as the New Hampshire Department of Postsecondary Vocational-Technical Education. Soon thereafter a deputy commissioner was appointed.

By 1984 the positions of business administrator and MIS coordinator were established. In 1985 the position of director of program development was established, which, in 1987, changed to director of marketing and development.

In 1988 the department's name changed. The word "vocational" was dropped from its title as well as from each title of the colleges/institute. Known today as the New Hampshire Department of Postsecondary Technical Education consisting of the New Hampshire Technical College at Berlin, the New Hampshire Technical College at Claremont, the New Hampshire Technical Institute at Concord, the New Hampshire Technical College at Laconia, the New Hampshire Technical College at Manchester, the New Hampshire Technical College at Nashua, and the New Hampshire Technical College at Stratham, it continues to provide top quality education and training to citizens of the state.

GOVERNANCE

The New Hampshire Department of Postsecondary Technical Education is governed by a Board of Governors as stated in RSA 188-F. It consists of seven members, three of whom come

from the field of business and industry, two from the field of education, one from the field of health service, and one from the field of labor. They are appointed by the governor and the executive council for staggered four-year terms. The board meets once per month.

The duties of the board include developing and adopting policy for the department and its institutions, and overseeing the administration of the department and its institutions. It is also responsible for applying for and receiving, in the same manner as other state agencies, federal or other funds for the operation of the department and its institutions. In addition, the board develops a comprehensive strategic plan for the technical colleges/institute system, including specific goals and objectives for the department as a whole as well as individual institutions.

FISCAL

The New Hampshire Department of Postsecondary Technical Education is funded through the state's general fund. Additional sources of revenues are tuition and the federal government. The percentage share is 49 percent state, 47 percent tuition, and 4 percent federal.

The 1992-93 established tuition rate is as follows: New Hampshire Technical Colleges—resident $2,075, nonresident $4,923; New Hampshire Technical Institute—resident $2,175, nonresident $5,027. The New England Regional Student Program tuition rate at the New Hampshire Technical Colleges is $3,113; at the New Hampshire Technical Institute it is $3,263.

PROGRAMS

The New Hampshire technical colleges and the New Hampshire Technical Institute offer over 150 two-year associate degree, certificate, and diploma programs in the areas of business, industry, technology, and health. They do so in both the day and evening divisions.

In addition to running day and evening programs and courses, the institutions have established work force training centers to meet the immediate and future training needs of all types of employers. The institutions also have established a number of business and industry partnerships, cooperatives, exchanges, and apprenticeships.

Each of the institutions is accredited by the New England Association of Schools and Colleges. In addition, specialized programming such as nursing, engineering, aviation, dental hygiene, and paramedic education are accredited by their respective accrediting boards, associations, and agencies.

In order to be admitted to any of these institutions, a person must have completed high school or an equivalent, submit an application of admissions along with an official grade transcript, and perform satisfactorily on any entrance or placement examination(s) required by the academic program to which admission is desired. It is also recommended that the applicant submit scores of one of the standardized national college admissions tests.

ENROLLMENT

Official enrollment figures for the 1989-90 academic year include 4,119 in the system's day divisions and 23,000 registrations in the evening divisions.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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New Hampshire Department of Postsecondary Technical Education
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NEW JERSEY

by
NARCISA A. POLONIO JONES
Former Director
Office of Community Colleges, Department of Higher Education

Revised by
Office of Community Colleges, Department of Higher Education

SUMMARY

New Jersey offers its citizens a wide range of higher education opportunities through 55 public and private institutions of higher learning. There are 17 county community colleges and two county community college commissions. The other public institutions are Rutgers, The State University; New Jersey Institute of Technology; nine state colleges, including Thomas A. Edison State College, which offers nontraditional degree programs based on testing and credit awarded for individual life experiences portfolio; and the University of Medicine and Dentistry of New Jersey, which offers professional training in medicine, dentistry, health sciences, and health-related professions. In addition there are 24 independent colleges and universities.

The framework for county community colleges in the state of New Jersey was established by the legislature in 1962, and the first colleges opened their doors in fall 1966. The county colleges were established to meet the educational, cultural, and community needs of their respective counties. Their students can choose from transfer and terminal programs offering academic coursework leading to associate degrees, programs leading to certificates of proficiency, general interest educational programs, noncredit courses to improve vocational skills and employability, and community service programs. The colleges are county-based institutions with financial support from both the state and the counties in which they are located.

All New Jersey county colleges have two things in common. First, they are all open-access institutions that permit any person with a high school diploma or its equivalent, or any person over the age of 18, to enroll for courses; second, they have relatively affordable tuition. These two factors have greatly expanded higher education opportunities for new populations for students. Typically, county college populations include minority students, women students, older students, and part-time students. County colleges have provided new opportunities for their students by preparing them to enter four-year institutions and training them to assume skilled positions in the work force. These colleges represent a vital and vigorous part of the total system of higher education in the state of New Jersey.

HISTORY

The Board of Higher Education was established in 1966 by legislative action that was the result of the recommendations of a gubernatorially appointed Citizens Committee for Higher Education. The board consists of 18 members, nine of whom are public members, appointed by the governor with the advice and consent of the senate, and nine of whom are representatives of higher education institutions of the state. Four of these latter are the chairpersons of the following bodies: the Board of Governors at Rutgers, the Board of Trustees of the University of Medicine and Dentistry of New Jersey, the Board of Trustees of the New Jersey Institute of

Technology, and the New Jersey State College Governing Boards Association. Representatives of the Association of Independent Colleges and Universities in New Jersey and the Council of County Colleges, as well as the president of the State Board of Education, are also members. The chancellor of higher education and the state commissioner of education are ex-officio members. This composition ensures that the interests of the public are represented and provides each institution and/or sector with the opportunity for direct participation in formulating state policy.

The functions of the Board of Higher Education are set forth in statute granting the board authority to issue regulations to amplify the statutes and establish rules for the governance of the colleges. In addition, the board coordinates activities of the individual institutions within the system and maintains general financial oversight of the colleges. Therefore the Board of Higher Education is responsible for overall planning for the entire higher education system of the state. The Statewide Plan for Higher Education, adopted by the board in April 1981, provides a framework for both state and institutional planning. The individual institutions submit their own master plans, which are written with the broad perspectives of the statewide plan as a framework. The Department of Higher Education, which is the administrative arm of the board, has been developing strategies for the implementation of the various goals of the plan in consultation with the institutions. Currently the department, under the auspices of the board, is developing a new statewide strategic planning process for higher education in New Jersey.

The Council of County Colleges is a statutorily established body that acts in an advisory capacity to the Board of Higher Education. It consists of the president and chairperson of the board of trustees of each county college. The chancellor of higher education is an ex-officio member. According to statute, the purpose of the council, under the guidance of the Board of Higher Education and with the assistance of the staff of the Department of Higher Education, is to "ensure acceptable and effective lines of development in admissions policy, academic standards, programs, financial and community relations in the several county colleges." As previously stated, the council has a representative on the Board of Higher Education permitting participation at the highest policy level. The chancellor, through his designee, the director of the office of community colleges, makes a point of discussing all issues concerning the county colleges with the council prior to his making recommendations to the Board of Higher Education.

Functions of the Department of Higher Education

The Department of Higher Education is composed of the office of the chancellor and vice chancellor and four operating areas, each headed by an assistant chancellor. The four operating areas are: Institutional and fiscal affairs; academic affairs; student assistance and information systems; and policy, planning, and research.

The chancellor is appointed by the Board of Higher Education with the concurrence of the governor. Professional staff of the Department of Higher Education are appointed by the chancellor. The department continues to be rather unique in New Jersey state government in that its professionals are neither classified civil servants nor political appointees. Most come to the department after working on a college campus and have career aspirations that will return them to a campus.

The department acts as staff to the Board of Higher Education, coordinates state and federal activities relating to higher education, and provides advice to the governor on affairs and problems of higher education, including recommendations for proposed legislation. The department encourages cooperation among institutions, stimulates programs related to higher education, maintains an inventory of data and information, and acts as a clearinghouse

and agency for information on state and federal services and programs. Consequently, all areas of the department's functions have an impact on the county colleges. The Department of Higher Education's philosophy is, first and foremost, to provide technical assistance and necessary maintenance to further the health of the colleges.

GOVERNANCE

Each college and university in New Jersey has its own independent board of trustees. According to statute, the boards of trustees of the county colleges consist of "the county superintendent of schools and 10 persons, eight of whom shall be appointed by the appointing authority of the county with the advice and consent of the board of chosen freeholders, at least two of whom shall be women and two of whom shall be appointed by the State Board of Higher Education, subject to the approval of the governor ... The president of the college shall serve as an ex-officio member of the board of trustees without vote ... In addition, the student body of each college shall be entitled to elect from the graduating class one representative to serve as a nonvoting member of the board of trustees for a term of one year commencing at the next organization of the board following graduation of his class." These boards are responsible for providing leadership and shaping policy for their institutions. All trustees of public institutions of higher education serve on a voluntary basis.

Each county college has a board of school estimate. The board consists of the chairperson of the board of freeholders and two members of the board of trustees appointed by that board. The board of school estimate has the responsibility for determining the amount of money required to be appropriated to the county college from county revenues for its operation each year. This amount does not include revenues anticipated from the state or other sources, such as tuition and fees. This information is then forwarded to the Department of Higher Education and to the board of freeholders, the latter of which collects and appropriates the necessary amount in the same manner as for other county purposes.

FISCAL

Along with its planning functions, the Board of Higher Education has the responsibility to maintain general financial oversight of the public higher education system. This oversight is carried out in close concert with the individual institutions. Statute requires that the Board of Higher Education "receive all budget requests from the institutions, coordinate and balance such requests, and submit a combined request for appropriations annually to the governor." The board attempts to achieve this function of fiscal oversight as equitably as possible by addressing the needs of the institutions, the fiscal condition of the state, and the regulations of the Department of the Treasury. New Jersey's constitution requires that "no general appropriation law or other law appropriating money for any state purpose shall be enacted if the appropriation contained therein, together with all prior appropriations made for the same fiscal period, shall exceed the total amount of revenue on hand and anticipated will be available to meet such appropriations during such fiscal period, as certified by the governor." A balanced budget, therefore, is mandated.

The Department of Higher Education annually promulgates a timetable and a process for public institutional budget review and consolidation. Throughout the budgetary process there are opportunities for the institutions to participate. The allocation of state operating aid to each college within the county college sector is statutorily charged to the Board of Higher Education. The formula used for this allocation process has changed from an enrollment-

driven model to one based on categorical aid and differential programs costs, and it includes a minimum foundation for each institution.

The state also provides two other categories of funding to the county colleges. The first is the alternative benefit program. Under this program, the state funds 50 percent of the pension costs of employees who are eligible for the TIAA-CREF plan. These employees include all faculty and academic administrators deemed eligible by the Board of Higher Education. Secondly the state funds 50 percent of the annual debt service on county bonds issued for Board of Higher Education-approved capital construction projects at the county colleges. A recent bond issue provided additional funds for capital construction at the county colleges.

The county colleges also receive funds from two other major sources: county aid and tuition and fees. Furthermore, there are state-sponsored grants for which county colleges are eligible to compete.

PROGRAMS

Another responsibility and function of the Board of Higher Education is that of coordination. First, coordination deals with optimizing relations among educational institutions, consumers, and taxpayers in order to maintain a proper balance between suitable claims of institutional autonomy and the responsibility of government to assure the adequacy of services offered to the public. Second, a part of the coordination function of the board is to encourage harmonious and cooperative relationships among all public and private institutions. Such coordination has many specific purposes, including assuring that resources are used most effectively, that programs and facilities are not duplicated unnecessarily, and that the wide variety of programs required by the citizens of the state can be provided.

The Board of Higher Education is also responsible for licensing institutions to operate. With respect to institutions accredited by the Middle States Association, the Department of Higher Education, which participates in these visits as part of the board's licensure responsibility, generally accepts the judgment of the Commission on Higher Education of the Middle States Association. The general acceptance by the Department of Higher Education of the Middle States team report and subsequent actions taken by the commission are part of a conscious attempt by the department not to burden the institutions by requiring them to undergo more outside evaluations than are absolutely necessary. For those institutions not so accredited and for those from out of state, the board created an advisory group known as the Licensure and Approval Advisory Board (LAAB), composed of representatives of New Jersey institutions, to advise on these matters. The county colleges have two representatives, designated by the Council of County Colleges, on LAAB. Upon request, LAAB provides advice to the chancellor of higher education on any matter relating to licensure and degree approval that affects the maintenance of educational quality and the optimal utilization of education resources in the state. Their authority in this regard can extend, upon request by the chancellor, to any public or private institution in the state. The board's overall philosophy in carrying out its mandates, in general, is to set the framework within which New Jersey's institutions function.

By statute, it is a responsibility of the Board of Higher Education to approve all new academic programs, approve the discontinuance of programs, and to review existing programs. Specific procedures, developed by the Department of Higher Education to fulfill these responsibilities consistently and effectively, balance institutional needs and desires with those of the system as a whole. Maximum communication and responsiveness between the department and the institutions characterize these internal procedures. The initiative for new programs comes from the institution through various processes established by the individual

institutions and/or sectors to the Department of Higher Education before review and presentation to the Board of Higher Education.

The Curriculum Coordinating Committee membership, which is appointed by the Council of County Colleges, reviews all new county college programs proposed at or below the associate degree level. The committee is advisory in nature to the Department of Higher Education, which provides it with staff support.

Within the institutional and fiscal affairs area of the Department of Higher Education, the Office of Community Colleges performs a host of functions with regard to the 17 county colleges and two county college commissions. Within the area of program development, the office works closely with institutional and sector representatives in such areas as the processing of new degree options and certificate programs, the annual allocation of federal vocational education program funds, the federally mandated review of vocational education programs, and civil rights compliance activities. The office works toward strengthening opportunities for individual institutional development and interagency cooperation by helping establish relationships between the colleges and appropriate state agencies and organizations (i.e., Department of Education, Department of Labor), and by furthering experimentation in special project areas, such as new instructional techniques involving media-based instruction through cable television. Other areas of endeavor include encouraging the development of regional programs and facilitating the development of more high technology programs.

In any description of the work of the Department of Higher Education as it relates to the county colleges, the Basic Skills Assessment Program needs to be mentioned. The Basic Skills Assessment Program was created by the Board of Higher Education in 1977 and works in cooperation with the Basic Skills Council, an advisory group composed of faculty members and administrators from all sectors of New Jersey higher education. The program annually provides a testing instrument to assess the basic reading, writing, and mathematical skills of entering college freshmen at all public colleges and universities; the results of the statewide testing are published by the council each year. The program facilitates the exchange of information among institutions and between higher education and the public schools (K-12). The Basic Skills Council also assists the colleges in evaluating their remedial programs. The council's biennial reports on the effectiveness of collegiate remedial programs and the student testing program are aimed at helping the department and institutions eventually to overcome at least some of the problems inherent in the remediation effort.

ENROLLMENT

New Jersey is strongly commited to reducing financial barriers and increasing higher education opportunities for New Jersey residents. In the area of loans, New Jersey has the eighth largest guaranty agency in the nation, measured in terms of both the number of students served and the number of dollars guaranteed. New Jersey, which ranks ninth among the states in population, is the fifth largest provider of grants and scholarships in the nation. The Office of Student Assistance handles loans, grants, scholarships, and other student assistance programs for the Department of Higher Education. The fundamental purpose of publicly supported assistance programs is to reduce or eliminate financial barriers to higher education.

The federally sponsored Guaranteed Student Loan and PLUS Programs also strengthen a student's ability to select either a New Jersey institution or an out-of-state school. These low-interest loans assist institutions in completing financial aid packages.

Another purpose widely recognized as important to the welfare of the state and its individual citizens is to provide educational opportunity to persons excluded by historical poverty. Recognizing that substantial individual talent has been underutilized and that

significant social contributions can result when economic and educational barriers are removed, the Educational Opportunity Fund (EOF) was created in 1968 to encourage the development of that talent in our colleges and universities. The EOF provides access and academic support services for about 12,000 economically and educationally disadvantaged students at 43 New Jersey institutions. The program offers grants for undergraduate and graduate students and supports an array of academic support services, including prefreshman summer programs, tutoring, counseling, and developmental education courses.

There are clear educational and social benefits to be gained by rewarding students with superior academic records and encouraging them to enroll in New Jersey colleges and universities. The Garden State Scholarship Program provides scholarship allocations to New Jersey institutions of higher education to use in the recruitment of superior students. New Jersey also has the Garden State Distinguished Scholars Program, which recognizes secondary school academic performance and encourages students to attend New Jersey postsecondary institutions by providing $1,000 awards. In addition, information is provided to interested students on federal financial aid programs.

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NEW MEXICO

by
DANNY K. EARP
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State of New Mexico Commission on Higher Education

New Mexico has 17 public two-year colleges, including five community and junior colleges, three vocational-technical institutes, eight university branch campuses, and one military institute. The Commission on Higher Education is the statewide coordinating agency.

Headcount enrollment in New Mexico's two-year public institutions exceeded 37,000 students (17,800 FTE) in fall 1990. Of more than 3,200 degrees and certificates awarded during the 1989-90 academic year, 23 percent were in trades and technology and 21 percent were in health fields.

Average tuition and fees were $548 in 1990-91, which comprises about 11 percent of unrestricted instruction and general revenues. On average, local property taxes provide about 29 percent of revenues, and state appropriations provide 58 percent.

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NEW YORK
City University of New York (CUNY)

by
HARVEY S. WIENER
Acting University Dean for Academic Affairs
and
MARILYN MAIZ
Assistant to the Dean

SUMMARY

The seven community colleges of the City University of New York (CUNY) are part of the country's largest public urban university, which also includes nine senior colleges, a technical college, a graduate school, a law school, and an affiliated medical school. The community colleges are located in four boroughs of New York City—Bronx, Brooklyn, Manhattan, and Queens. Funding for community colleges comes from three sources: the city, the state, and student tuition.

While each of the colleges has its own unique goals, the common mission of all of CUNY's community colleges is to provide general, liberal arts, and career education; developmental skills programs to bolster the academic offerings; transfer programs; and a broad range of noncredit continuing education offerings and cultural events.

HISTORY

In 1926 the city of New York established the Board of Higher Education (BHE), with jurisdiction over "that part of the public school system within the city which is of collegiate grade and which leads to academic, technical, and professional degrees." This system originally comprised the College of the City of New York (now City College), founded in 1847, and Hunter College (1870). In the 1930s the system expanded further to include Brooklyn College (1930) and Queens College (1937).

During the 1950s the New York state legislature provided for "aid to two-year community colleges sponsored by local government or educational boards under the general supervision of the Trustees of the State University." Under this legislation the BHE established Staten Island Community College (1955), Bronx Community College (1957), and Queensborough Community College (1958). These community colleges were founded to expand the range of educational opportunities available to a growing population of New York City high school graduates, many of whom had previously been unable to attend college due to the competitive admissions policies then in place at the four senior institutions. The community colleges also provided from their inception a wide range of vocational and technical program offerings not found at the senior colleges.

In 1961 the City University of New York was formally established, comprising the four senior and three community colleges that had formerly been known collectively as the College of the City of New York. Over the next decade five community colleges were added to the CUNY system: Kingsborough Community College (1963), Borough of Manhattan Community College (1963), Eugenio Maria de Hostos Community College (1969), Medgar Evers College (1969), and LaGuardia Community College (1971). In addition, the BHE in 1964 assumed control of the New York City Community College of Applied Arts and Sciences, which had been under the city's Board of Estimate; the college's name was shortened to New

York City Community College, and then, in 1980, changed to New York City Technical College. In 1980 the BHE also redesignated the College of Staten Island (formerly Staten Island Community College) as a senior institution.

Through their open admissions policy, CUNY's community colleges welcome students who might be less academically prepared, who are seeking to enter meaningful careers requiring less than the traditional four years of baccalaureate study, or who might be exploring career alternatives. The community colleges are strategically located to reach out to all segments of the city's population; some are in economically depressed neighborhoods, while others are in the heart of financial, commercial, or industrial areas. The business community relies heavily upon the community colleges as a source of trained personnel. In addition, these colleges have constituted the most important source of nurses in the city, as well as skilled professionals for other health-related occupations.

GOVERNANCE

All of City University's colleges, both community and senior, are governed by the University's Board of Trustees. The board is composed of 17 members: 15 appointed members and the chairpersons of the University Faculty Senate and the University Student Senate, who serve ex-officio. Ten of the members are appointed by the governor of New York; five are appointed by the mayor of New York City. The governor appoints the chairperson and the vice-chairperson. In general, the board sets policy and approves actions of the university; determines the bylaws of the university, from which all units derive or adopt specific governance structures; and appoints the chancellor of the university and the presidents of the colleges.

The chancellor is the university's chief academic and administrative officer. The chancellor oversees the administration of policies approved by the board, recommends to the board policies and actions on all educational activities of the university, and coordinates college matters involving business and financial procedures and management. It is the chancellor's responsibility as well, with the advice of the Council of Presidents, to prepare the operating and capital budgets of the university for consideration by the board and presentation to the state and city. Administrative and staff support to these operations of the university, and to the board, are provided through a structure of the vice chancellors and deans.

The chancellor also chairs the Council of Presidents. Consisting of presidents of all the colleges, this group advises the chancellor on the budget and on the formulation and revision of a master plan for public higher education in the city, but it may make recommendations directly to the board in matters concerning the physical and instructional development of the university at large.

The presidents of the colleges are specifically charged with the administration of their own institutions and in this capacity they are responsible directly to the board. The community colleges, like all the individual colleges of the university, have considerable latitude in governing their own affairs. Major new collegiate programs and plans must be approved by the board.

The university bylaws, subject to guidelines established by the Board of Trustees, reserve to the faculty of each college responsibility for the formulation of policy relating to curriculum, admission and retention of students, credits, attendance, and the granting of degrees. Recommendations in these matters by a faculty council or any other board-approved organization to represent the faculty are forwarded to the Board of Trustees by the college president.

FISCAL

Funding for the community colleges is derived from three sources: state aid, city support,

and tuition. The overall budget is established by the city of New York as part of its adopted budget process. The city determines its share of the funding by subtracting estimated state aid and tuition revenue from the total budget. Currently, the approximate percentages from each source are as follows: 40 percent from the city, 36 percent from the state, and 24 percent from student tuition.

State aid is derived from a combination of enrollment-driven formulas including base aid; supplemental aid for business and technical students; and appropriations for categorical operating aid, including part-time student success and core operating support and university-wide initiatives, such as child care and instructional equipment.

As of the spring 1991 semester, the tuition schedule for full-time students at CUNY's community colleges was as follows:

New York State Residents:	$ 725.00 per semester $1, 450.00 per academic year
Out-of-State Residents (including international students)	$1,012.50 per semester $2,025.00 per academic year

For part-time students the fees are $60 per credit for New York state residents and $76 per credit for out-of-state residents and international students.

PROGRAMS

New program proposals originate at the individual colleges and move through a number of review stages with ultimate approval required from the state education department. After it is submitted by a college, a successful proposal follows this route: the University's Office of Academic Affairs; the Board of Trustees' Committee on Academic Policy, Programs, and Research; the full board; and the state education department.

The community colleges offer a wide range of programs leading to associate in arts, associate in science, and associate in applied science degrees and certificate programs. The colleges offer these programs within the framework of the university's open admissions policy, and therefore they all supplement programs with a network of developmental courses and student support services. The four major program areas are business and commerce, liberal arts, health services, and data processing.

In addition to credit-bearing courses, the community colleges reach out to their surrounding communities by offering continuing education and literacy programs to address the basic skills needs of the city's work force. Through the development of a continuum of learning services, individuals can participate in literacy programs, move on to get their high school equivalency diploma, and enroll in college. In addition, the colleges formally participate in the New York City Regional Education Center for Economic Development Cooperative Programs. This consortium, composed of CUNY's community colleges, the New York City Board of Education, private industry, and labor, is supported by funds from the Vocational Education Act, Job Training and Partnership Act, and the New York State Employer Specific Skills Training Grant. The consortium provides upgrading and job-specific training at the colleges or at job sites.

The colleges determine specific degree requirements for their individual programs. While the State Education Department requires that students achieve a minimum of 60 credits for the associate degree, CUNY requires that students earn at least 64 credits, with many programs requiring more than 64 credits. Students who earn associate degrees at CUNY community

colleges are guaranteed admission to a CUNY senior colleges, though not necessarily into the program or college of their choice.

CUNY's seven community colleges are fully accredited by the Middle States Association of Colleges and Schools.

ENROLLMENT

Students taking 12 or more credit hours are considered full-time.

CUNY's community colleges enroll approximately 61,000 students, about 95 percent of whom reside in New York City. Upon completion of the associate degree, nearly half of the graduates continue their education at a senior college of the City University.

Community college enrollment has remained steady over the past five years. However, during the 1980s there was a modest but steady downward trend in the percentage of students enrolled for full-time study, while the proportion of those studying part-time rose (from 35 percent in 1980 to 45 percent in 1989). Approximately 65 percent of students enrolled in CUNY's community colleges are women, and 70 percent are minority.

The largest proportion of students—close to 40 percent—are enrolled in business and commerce programs. This is followed by liberal arts and science with 25 percent, health services with 14 percent, and data processing with 12 percent. Overall, two-thirds of the university's community college students are enrolled in career-oriented programs.

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NEW YORK
State University of New York (SUNY)

by
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Former Deputy to the Chancellor for Community Colleges

There are two public higher education systems in New York: the State University of New York (SUNY) with its 30 community colleges, and the City University of New York (CUNY) with seven community colleges. This report focuses on the SUNY community colleges.

SUMMARY

The SUNY community colleges function under the program of the State University of New York, and all but one, Fashion Institute of Technology, are located outside of New York City. The community colleges receive both state and local financial support, while the university's other 34 institutions are fully state-supported.

The community colleges have specific goals defined by the SUNY Board of Trustees. In addition to offering occupational programs that lead directly to a career, and the first two years of a baccalaureate degree, they serve statewide and local interests with continuing education and developmental studies to meet individual needs, as well as special contract courses for local firms and their employees.

HISTORY

The history of the community colleges in New York is a relatively short one because legislation to provide for their establishment was passed only as recently as 1948.

Although some of the ideas associated with this movement had roots deep in New York's history, the development of community colleges was a unique response to powerful socioeconomic forces felt in the state in the mid-20th century.

The State Board of Regents developed its *Plan for Post War Education in the State of New York* in 1945 as a major proposal to create 22 entirely new postsecondary institutes that would combine technical training with general education. When a temporary commission on institutes of applied arts and sciences examined this plan, five postsecondary technical/vocational institutions were recommended as a five-year experiment. These fully state-supported units were opened in temporary facilities at Binghamton, Buffalo, New York City, White Plains, and Utica.

The perceived need for technical education in New York state in the late 1940s and the shortage of four-year college facilities resulted in a loud public statement concerning the creation of a state university, a public higher education structure that existed in every other state at that time. The Temporary Commission on the Need for a State University was established in 1946 to give serious consideration to the establishment of new state-supported institutions.

The final report of New York's Temporary Commission reported that broadening of the public provisions for higher education was needed on all fronts if the state was to meet the demands of the post-war economy. The commission recommended the establishment of

community colleges as a part of its proposed state university system. The community college enabling legislation of 1948, separate from the state university's legislation, made it clear that although the state university could regulate the community college program, the state itself would be totally responsible for the financing of the colleges as it would be for all other units within the new university system.

Thus it was with widespread acceptance of the commission's recommendations that *Chapter 696 of the Laws of 1948* was passed March 12 of that year, setting the course for the development of community colleges in the state of New York.

The enabling legislation authorized the establishment and operation of community colleges:

> ... either individually or jointly, by counties, cities, or intermediate school districts, pursuant to the provisions of this article, and providing two-year postsecondary programs pursuant to regulations prescribed by the state university trustees and receiving financial assistance from the state therefor.

Two-year, post-high school programs combining technical education with general education were to be offered, along with transfer opportunities to four-year colleges, and special courses and extension work for part-time students.

Almost immediately, Orange County Community College and Jamestown Community College came into being. By 1957 there were 11 SUNY community colleges. Chargebacks were established to permit sharing of sponsor support costs with the home counties of students attending these new colleges. However, the original limitation placed on the colleges to provide technical training continued only until 1957. Comprehensive community college programs were then permitted at the option of the local sponsor.

Once these community colleges were created, they expanded rapidly in response to the diverse educational needs of their students. Eighteen community colleges were in existence by 1960, and tremendous strides had been made toward the goal of placing a two-year college within commuting distance of every high school graduate in the state. The Board of Trustees of the state university called it a dramatic response to a fundamental need. The community colleges were serving 39,222 full-time and 39,702 part-time credit course students by 1967 (seven times the number enrolled 10 years earlier) and offering an extensive range of courses.

By 1972 community college enrollment had increased by over 50 percent compared to five years earlier. A total of 66,562 full-time and 55,221 part-time credit course students were enrolled. It is not surprising, therefore, that the rapid growth of the community colleges also created a series of problems related to their accessibility for all students, the quality of their programs, and the need for increased fiscal support in an era of rising higher education costs.

The Full Opportunity Program (FOP) of 1970 guaranteed admission to an appropriate program of the participating community college to all high school graduates of the previous year and veterans, both groups in the college's sponsorship area. The incentive to provide this "full opportunity" was increased operating aid from the state.

The state university had to assume increased responsibility for approving new programs and retaining existing ones. Community college curricula became subject to the state university's single classification and program approval system.

Today, the state university's community college enrollment of over 190,000 students ranks it among the largest community college systems in the country. When credit-free course enrollment is counted, the total number served is about 400,000. This success in enrollment is undoubtedly created in part by the excellent accessibility of SUNY's community colleges for nontraditional students as well as recent high school graduates, matched by the quality of faculty and programs designed to meet the diverse needs of the state's population.

GOVERNANCE

Twenty-nine colleges have 10 trustees each; five appointed by the local sponsor (usually one or more counties), four appointed by the governor, and one elected by the students. Corning Community College is a regional institution with 14 trustees. The college's board of trustees is the governing body. The trustees set policy, appoint personnel, adopt the curriculum, approve the budgets, and accept gifts to the college, among other duties. The State University Board of Trustees provide certain standards and regulations and approve the establishment of colleges, the academic curricula, tuition and fee schedules, the appointment of presidents, and the budgets submitted by the local trustees.

The chancellor of the university carries out SUNY board policy at the state level, assisted by the deputy to the chancellor for community colleges and other SUNY central administration officials.

FISCAL

Support in 1989-90 came from student tuition (27.6 percent), the state of New York (36 percent), and the local sponsor (36.4 percent, including chargebacks).

Since 1970 state aid has been allocated according to a specified dollar amount for each full-time equivalent (FTE) student enrolled. This funding formula also allows for bonuses to colleges for serving disadvantaged students and students in technical and business programs. The current formula is as follows:

1990-91 State Aid Formula Provisions

The basic aid ceiling is 40 percent of net operating costs.

Basic Aid Includes:

- Base Aid - $1,725/FTE
- Millage Aid - $35/FTE if the sponsor contribution is no less than 1/2 mill of full valuation of taxable real property in the sponsorship area
- Disadvantaged Aid - $212/full-time disadvantaged student
- Rental Aid - 50 percent of allowable rental costs for physical space

Supplemental Aid Includes:

- Technical Aid - $195/FTE student enrolled in a technical program
- Business Aid - $82/FTE student enrolled in a business program

Other Aid:

- Contract Course Program
- Equipment
- Child Care
- Youth Internship Program
- Structural Unemployment Retraining Program
- Core Operations Support
- Community Services
- Part-Time Student Needs

The average 1990-91 full-time student tuition rate at the 30 community colleges was $1,333,

with a maximum of $1,350 and a minimum of $1,180.

PROGRAMS

The addition or deletion of all degree and credit certificate programs requires the approval of the State University Board of Trustees and registration by the state education department. SUNY requires a rather extensive proposal from colleges planning new programs, including information on potential job placement and transfer options, fiscal and personnel support of the program, availability of students to enroll, and the possibility of duplication with other colleges.

In addition, noncredit vocational, remedial, community service, and contract (firm-specific) courses are approved by the SUNY Office of Community Colleges for state aid purposes.

All colleges are fully accredited by the Middle States Association of Colleges and Schools. In addition, programs in many technical areas (nursing, technologies, etc.) are accredited by appropriate national associations.

The SUNY community colleges offer the full range of associate in arts, associate in science, and associate in applied science degree programs. A few colleges offer associate in occupational studies degree programs, which are career-oriented and do not require a liberal arts core. The colleges are also involved in firm-specific training, JTPA services, and a variety of other outreach instructional activities.

Although the colleges decide specific degree requirements, State Education Department regulations require a minimum number of credits for a degree and liberal arts components for all A.A., A.S., and A.A.S. programs.

ENROLLMENT

A full-time student is usually defined as one taking 12 or more credit hours. One annual FTE (used for state aid funding purposes) is equal to 30 credit hours.

The enrollment patterns in SUNY have mirrored those of community colleges throughout the nation. For example:

- The number of full- and part-time students has been about equal since the early 1960s.
- The average age of the full-time student is about 25.
- The average age of the part-time student is about 30.
- The 60/40 ratio between transfer and career students of the 1960s became 50/50 in the mid-1970s and is now about 60/40 with career programs being in the majority.
- The majority of students are women.
- Noncredit course enrollment has increased dramatically--from about 50,000 in the late 1970s to 200,000 today.
- Ninety-nine percent of community college students are New York residents.
- SUNY community colleges enroll a higher percentage of minority students than that of the combined general population of their sponsorship areas.
- More than two-thirds of community college students qualify for state and/or federal financial aid.

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NORTH CAROLINA

by
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SUMMARY

The North Carolina Community College System, with 58 colleges, is the third largest in the nation. In 1989-90, over 741,387 individuals, more than 11 percent of the state's total population, took one or more courses at a community college. The colleges are located throughout the state within commuting distance of almost 100 percent of the population.

Of the 58 institutions in the system, 36 offer the college transfer program. In addition, 14 of the 22 remaining technical colleges have transfer agreements for general education credit with senior-level public and private institutions.

Support of economic growth and prosperity in North Carolina through education of its citizens was the concept underlying development of the community college system. The system's major focus is on education and training for the adult learner through a continuum of study beginning with basic developmental literacy skills extending through the attainment of an associate degree. The mission is defined in the North Carolina General Statutes (115D):

> The major purpose of each and every institution operating under the provisions of this Chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

The statutory mission statement serves to keep the system focused on vocational and technical education. In 1989-90, 75 percent of curriculum enrollment centered on technical or vocational study.

North Carolina's community colleges also carry the responsibility for providing adult literacy training, which includes the Adult Basic Education Program, the General Education Development Program, the Adult High School Diploma Program, the Compensatory Education Program, and the English as a Second Language Program.

Although the individual names of the colleges vary, the focus remains the same. North Carolina's community colleges are committed to the concept of empowering their students to take control of their lives and destinies through the educational opportunities available through the system.

HISTORY

In the years following World War II, North Carolina began a rapid shift from an agricultural/manufacturing economy rooted in a narrowly focused number of products and services to a more diversified and higher skilled industrial economy. With these changes came an awareness that a different kind of education was needed in the state.

In 1950 the state superintendent of public instruction authorized a study of the need for a system of tax-supported community colleges. The resulting report by Dr. Allan S. Hurlburt was published in 1952. It proposed a plan for development of state-supported community colleges. In 1957 the General Assembly adopted the first Community College Act and provided funding for community colleges.

The 1957 General Assembly also provided funding to initiate a statewide system of industrial education centers. These centers were created to train adults and selected high school students in skills needed by industry. By 1961 there were five public junior colleges emphasizing arts and sciences and seven industrial education centers focusing on technical and vocational education.

The need to coordinate these two post-high school education systems led Gov. Terry Sanford to appoint the Governor's Commission on Education Beyond the High School. In 1962 this commission recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and under local boards of trustees.

Establishment and Growth of the Community College System

In July 1963 the General Assembly enacted into law G. S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education and for the administration of 24 community colleges, technical colleges, or technical institutes that then comprised the system.

By 1966 there were 43 institutions with 28,250 FTE enrollments. Within three years, there were 54 institutions with 59,329 FTE. Enrollments reached an all-time high in 1989-90 when unduplicated headcount enrollment topped 741,000, an increase of 79,000 students over the previous year, and an FTE total of 126,929.

The original legislation placed the community college system under the purview of the State Board of Education, and created a state department of community colleges. In the early years of the system, the state board chairman was Dallas Herring (1957-77) of Rose Hill. From 1977-81, H. David Bruton served as chairman.

In 1979 the General Assembly changed the state control of the system. Provision was made for a separate State Board of Community Colleges. The 20-member board was appointed and organized in 1980. The state board assumed full responsibility for the system as of January 1, 1981. The board's first chairman was Duke Power Company executive Carl Horn. He was succeeded in 1983 by John A. Forlines, president of the Bank of Granite. Since 1989 William F. Simpson of Reidsville has served as chairman.

Ten board members are appointed by the governor: one for each of the state's six trustee regions and four at-large appointments. In addition, the state senate and state house of representatives appoints four state board members each. The lieutenant governor and the state treasurer serve as ex-officio members.

The board's membership reflects the state's population in terms of race, age, gender, ethnicity, and economic and social background, as well as the geographical distribution of the state.

The Department of Community Colleges has had four presidents: I. E. Ready (1963-1970), Ben E. Fountain, Jr. (1971-1978), Larry J. Blake (1979-1982), and Robert W. Scott (1983-present). Charles R. Holloman served in an acting capacity from September 1978 to July 1979.

The Commission on the Future of the North Carolina Community College System

In 1988 the system celebrated its silver anniversary. As part of its yearlong celebration, the

system undertook an exhaustive, in-depth self-study of its current operations and future goals and priorities. The resulting Commission on the Future of the North Carolina Community College System, chaired by Sherwood H. Smith, Jr., president and CEO of Carolina Power and Light, spent 18 months charting out the future strategy the system would employ over its next 25 years.

In February 1989 the commission issued its final report, which listed 33 recommendations for improving, updating, and retooling the system. The report, *Gaining the Competitive Edge*, was consequently adopted by the State Board of Community Colleges and the 1989 session of the General Assembly. The report calls for the state to provide the system with $135 million in new continuing funds. The funding will be used, in part, to raise the system's per pupil expenditure to the national average of $4,400.

In June 1990 a new statewide organization, North Carolinians for Community Colleges (NCFCC), was formed to help develop grassroots support for the Commission on the Future report. All four living former governors—Sen. Terry Sanford, Robert W. Scott, James E. Holshouser, Jr., and James B. Hunt, Jr.,—serve as honorary co-chairmen of the group. Also joining the former governors in supporting the efforts of the NCFCC at the kick-off, which was held on the steps of the old Capitol Building in Raleigh, was present Gov. James G. Martin.

Although the efforts of NCFCC is ongoing, the organization has been instrumental in securing proclamations of support from almost all 100 county commissions, many trade and business associations, and other civic and municipal organizations.

GOVERNANCE

The governance of the North Carolina Community College System is a unique mixture of state-level authority in terms of policy and procedures combined with a strong history and commitment to reserving maximum local autonomy to local boards of trustees.

State-Level Governance

The state of North Carolina has assigned the institutions in the North Carolina Community College System to the State Board of Community Colleges. The board has full authority to adopt all policies, regulations, and standards it may deem necessary for operation of the system and to establish the Department of Community Colleges to administer them.

The state board consists of 20 members. Terms are staggered and expire every other odd-numbered year. No person may be appointed or elected to more than two consecutive terms of six years.

State board members meet at least 10 times per year to carefully evaluate the recommendations of the Department of Community Colleges, to set policy for the system, and to oversee its operation. The state board members elect a chairman to serve as their leader, spokesman, and presiding officer. The chairman is responsible for projecting the public image of the state board and providing positive leadership.

The Department of Community Colleges, headed by the state president, provides state-level administration and leadership of the community college system under the direction of the State Board of Community Colleges.

The State Board and the Department of Community Colleges have three major controlling functions: fiscal—equitable distribution of funds and fiscal accountability; establishing and maintaining state priorities; and educational program approval and accountability. Through the exercise of its authority in these areas, the board can recommit the system to existing policies or alter the direction of the system through changes in policy.

Local-Level Governance

Each of the 58 institutions in the system operates under a board of trustees. Each board is composed of 12 citizens from the county or service area of the college. The president or chairman of the executive board of the student body serves as an ex-officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school board and board of commissioners of the county in which the institution is located. Four members are appointed by the governor. Colleges with satellite campuses may have up to two additional trustees appointed from each county with a satellite facility.

The local board governs the college according to the policies, standards, and regulations established by the State Board of Community Colleges as well as any local policies, standards, and regulations the local board chooses to adopt.

Each local board selects and elects its chief administrative officer, although final approval of the president must be secured by the State Board of Community Colleges. The president operates the college within state policies and policies adopted by the local board. The president recommends employment of faculty and staff to the local board for approval. All college personnel are college employees and not employees of the state.

Department of Community Colleges

The Department of Community Colleges functions as an independent agency within the North Carolina state government system and acts in accordance with the general statutes of North Carolina and procedures and policies established by the State Board of Community Colleges.

As part of its administrative function, the Department of Community Colleges provides support services for the various program offerings such as nursing, agriculture, and business. Departmental staff assist institutional staff by helping to develop and implement curricula and other programs and by providing technical assistance in a range of areas. The department provides other services for the system that would be difficult for an individual college to initiate, such as statewide data collection.

The system president serves as chief administrative officer for the Department of Community Colleges. The president is responsible for the total operation of the department, directly supervises the executive vice president, and works directly with the four vice presidents, counseling the 58 institutional presidents as needed. The president also acts as chief spokesperson for the department and the system before the general assembly, the governor's office, national service and educational agencies, all state and federal agencies, private industry, and the general public.

The executive vice president is responsible for the day-to-day administrative management of the Department of Community Colleges. The EVP/CAO also provides consultation and assistance to the colleges in areas of educational planning, financial planning, facility planning, research, and problem solving. In addition to those duties, the EVP/CAO serves as liaison with in-state and out-of-state personnel of educational systems on various councils and committees dealing with educational issues as directed by the state president. The EVP/CAO is also responsible for the department's administration division.

The majority of the department's approximately 196 employees are assigned to one of four divisions: adult and continuing education, finance, program services, and research and information. Each division is headed by a vice president.

Administration: The administration division is responsible for both internal and external functions for the agency and the system. The functions of system research and planning, program audits, proprietary school licensure, SACS liaison and technical assistance to the

colleges for SACS accreditation, public affairs and information, minority affairs, and the agency's personnel office are under this division, which is headed by the executive vice president.

Programs Division: The programs division provides state-level leadership, coordination and technical assistance in the planning and development of quality curriculum and extension programs in the areas of vocational and technical programs, fire protection, law enforcement training, JTPA programming, and academic and special programs. It is also responsible for basic academic skills and instructional support as well as college transfer programs and instructional training services to business and industry.

Finance and Administrative Services: The finance and administrative services provides leadership and services in fiscal and other supportive functions to the community college system of North Carolina by interpretation of fiscal rules and regulations of the state board and the Department of Community Colleges in keeping with the goals, mission, and the objectives of the system. The division works toward attainment of the necessary funding, equitable distribution, and determination of effective and appropriate expenditure of funds.

Student Development Services: The student development services division was established in 1989 as part of a departmentwide reorganization. Several recommendations in the Commission on the Future stressed the importance of student services and student monitoring. The division is divided into four major components: enrollment management, student progress, student support services, and student access and equity.

FISCAL

By law, the State Board of Community Colleges is responsible for providing funds to meet the financial needs of the institutions as they are determined by the policies and regulations of the board. Sources of funding include state, federal, and local governments and tuition.

State funds may be used by community college system institutions for current operating expenses, equipment, library books, acquisition of land, and capital construction. Local funds must be used for operating and maintaining the plant and may be used to supplement any state budget item.

Students bear a small portion of the cost of operation. For North Carolina residents the tuition rate for curriculum courses is $8.75 per credit hour, not to exceed $105 per quarter. The tuition rate charged to out-of-state students is $81.75 per credit hour, not to exceed $981 per quarter. The registration fee for extension courses (continuing education) depends on the type involved. Registration fees for occupational extension courses are considered community service courses, and fees are established by local boards of trustees.

The distribution of funding is generally as follows:

State	77 percent
Local	11.5 percent
Tuition	7 percent
Federal	4 percent
Other	0.5 percent

These funds are deposited into the state treasury. The largest portion is allocated to the 58 institutions through an FTE based formula adopted by the State Board of Community Colleges. A student attending class 16 hours a week during three, 11-week quarters makes up one FTE.

This system was devised to assure an equitable distribution of funds among the institutions, taking into account the large number of part-time students. This system also provides

incentives to the institutions to offer programs that are in demand. This formula is stated in Section 2D.0323 of the North Carolina Administrative Code (commonly referred to as APA). Other funds are appropriated by the legislature and federal government for special purposes.

The state board allocates all of the funds to the boards of trustees of the local institutions. The local boards are responsible for using these funds in accordance with state board policies as well as state and federal laws and regulations.

About once a year, the Department of Community Colleges audits the enrollment records of the institutions, and the state auditor audits their financial records.

North Carolina's fiscal year runs from July 1 to June 30. Unless otherwise specified, all funds not expended during that period of time revert back to the general treasury and are available to the legislature for reappropriation.

PROGRAMS

Program Approval

The North Carolina Community College System offers over 1,800 technical and vocational curriculum programs leading to certificates, diplomas, and degrees under 292 titles.

Types of Programs

Technical Programs account for 1,182 of these (180 titles) and lead to the associate in applied science degree. A full-time student can typically complete these programs in two years (six to eight quarters). In addition to technical major coursework, these programs require a minimum of 18 quarter credit hours in general education (English, social science, and humanities) and approximately 24-36 quarter credit hours in related courses (foundation courses in mathematics, science, and other related subjects.)

Vocational programs account for 637 of the occupational curricula under 112 titles. These programs lead to a certificate or diploma and can be completed by full-time students in one to four quarters. Vocational programs typically require up to 12 quarter credit hours in general education and 12-18 hours credit in related courses.

Certificate programs may consist of major courses from either a technical or vocational program and are usually 18 or more quarter hours credit in length.

The college transfer curriculum has been authorized at 36 colleges in the system. Students may earn up to two years of college credit toward a bachelor's degree and then transfer the credits to a four-year college or university. Individual colleges within the system have transfer arrangements established with certain public and private colleges and universities. However, students who wish to transfer must also meet admission requirements established by the four-year institution. Graduates of the college transfer program receive an associate degree in arts, sciences, or fine arts.

The general education program consists of basic academic courses such as English, science, and mathematics that lead to an associate degree in general education. These courses are designed principally for students who desire two years of general education beyond the high school level. This program is not principally designed for college transfer.

Extension Courses

An extension course is a short course that is complete within itself and is designed to meet specific needs. Extension courses cover a diverse range of topics including courses such as

home maintenance and repair or caring for the developmentally disabled. Four basic categories of extension courses have been identified for accounting and enrollment purposes.

1. Occupational extension courses are specifically designed to provide training that leads to employment, upgrading of the skills of persons presently employed or retraining for new employment in different occupational fields. These courses may be offered exclusively by the institution or in cooperation with business and industry.

2. Academic extension courses are designed to meet the academic educational needs of adults, including courses in humanities, mathematics, and science. While such courses are not vocational in nature, adults may take academic courses to improve skills that may lead to a promotion or career change or to further study.

3. Practical skills extension courses are designed to provide practical training for persons seeking additional skills. Such skills are not related to the individual's major or primary vocation but may eventually be developed and refined to the degree that they can provide supplementary income or primary employment.

4. Avocational extension courses focus on personal or leisure needs rather than on occupational or professional needs.

Adult Literacy Programs

One of the primary missions of the community college system is the offering of educational opportunities for adults 16 years of age and older who are out of school. The system provides educational opportunities through four major literacy components, utilizing over 2,450 off-campus sites, including work sites, churches, community centers, schools, libraries, sheltered workshops, and prisons.

The Adult Basic Education program (ABE) addresses the needs of adults who lack sufficient mastery of basic educational skills to enable them to function effectively in society. Adults also enroll in the program if their lack of mastery of basic skills results in an inability to speak, read, or write the English language. These barriers generally constitute a substantial impairment of their ability. ABE can help to eliminate these inabilities and raise the level of education of such individuals with a view toward making them less likely to become dependent on others.

The Adult High School program consists of two components: the General Educational Development (GED) program and the Adult High School Diploma program. These components provide for the completion of an academic high school education for all non-high school graduates who are at least 18 years old and for individuals between 16 and 18 years old with special needs.

The GED testing program is operated jointly by the American Council on Education and the State Board of Community Colleges. There are GED testing centers at all community colleges.

The Adult High School Diploma program operates through an agreement of affiliation between the boards of trustees of the local community colleges and the local boards of education.

The Compensatory Education program focuses on the skills needed by mentally retarded

adults to function as independently as possible. The program is designed to compensate those mentally retarded adults who have not had an education or received an inadequate one. It assumes an end result of productivity, employment, independence, and self-sufficiency for its clientele.

Business and Industry Services

New and Expanding Industries Program

The Industry Services Division within the North Carolina Department of Community Colleges provides training services to prospective employees of a new or expanding industry. The Industrial Services Division and the local community college serving the area in which the industry is located work with the employer to design a customized training program. The nature of the job to be trained for and the level of skill needed by the potential workers determine the content and duration of the training program.

Since 1963 the new and expanding industries program has provided training for more than 227,123 production workers in approximately 2,589 companies. The Industry Services Division plays an important role in the state's industrial development strategy by providing an incentive for industry to locate or expand operations in North Carolina.

Focused Industrial Training

The Focused Industrial Training program (FIT) is designed to respond to the training needs of employers and employees in existing industries. Often training programs are developed in response to new technologies or demands in the workplace and may cover such topics as industrial mechanics, industrial electronics and technology, and industrial supervision. This training is of particular importance to industries that need specific training for a small group of employees. In 1989-90, 29 FIT centers were operated throughout the system. In nine years of operation, FIT has worked with 5,173 companies, taught 4,771 courses, and trained 46,972 employees.

Small Business Centers

Fifty community colleges operate small business assistance centers on their campuses. The network centers deliver small business training, counseling, and referral. Classes such as managing a small business that are offered through existing curriculum and technical programs are also available to small business owners and employees. Since 1984 over 163,170 practicing or prospective small business owners have used center services.

Special Programs

Job Training Partnership Act Program

Federal training programs operated under the provisions of the Job Training Partnership Act are charged with training the disadvantaged, including youth and workers who have lost their jobs due to displacement. The program is primarily administered by groups of private sector business people, educators, and others who have been selected to serve on local private industry councils. The private industry council members have been encouraged to utilize community colleges to provide training for JTPA clients. Easy access, experience in training the underprepared, and established linkages with the business community are features that enhance the attractiveness of the institutions as facilitators of JTPA training programs.

The Department of Community Colleges' JTPA Technical Assistance Unit coordinates JTPA activities at the state level and works with the local institutions to help them develop, implement, and administer programs. A variety of JTPA activity are in progress, including

class size training for specific occupations and incorporation of JTPA clients into regular classes through individual referrals.

Human Resources Development (HRD)

The HRD program currently operates on 44 campuses. The program provides unemployed or underemployed adults with basic and/or high school coursework, structured prevocational training, counseling, and assistance into permanent employment or further educational training. A unique program, funding for the HRD program depends on the success of its graduates. More then 74,000 people have participated in the program since it was started in 1973.

ENROLLMENT

Enrollment data for the North Carolina Community College System is calculated based on unduplicated headcount and full-time equivalency.

The data on unduplicated headcount provides a profile of the numbers of individual students who enroll in each curriculum or extension program. A student is counted in only one curriculum: therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension programs a student is counted only once in each extension subtotal and the extension total count regardless of the number of different programs in which he or she is enrolled.

The full-time equivalence (FTE) is the formula used to standardize reporting and allocate funds to system institutions. Since many of the students in the community college system attend class on a part-time basis, it is desirable to equate them to "typical" full-time students. The full-time equivalents represents the amount of time the "typical" full-time student would attend class. Several part-time students constitute only one FTE.

One FTE is a student in membership for 16 hours of class, shop, or laboratory per week for 44 weeks, the full four-quarter school year. To determine the average annual FTE, the total membership hours reported for the year is divided by 704. Student membership hours for quarter divided by 176 produce FTEs for a given quarter.

1989-90
Student Enrollment
(Unduplicated Headcount)

Curriculum	224,535
Extension	516,852
TOTAL	741,387

1989-90
Average Annual FTE

Curriculum	81,629
Extension	45,300
TOTAL	126,929

While extension programs enroll the greatest numbers of students by headcount, curriculum programs account for 64 percent of the total FTE. Technical curriculum programs generate the most FTE (37 percent), followed by occupational extension programs (16 percent), and vocational curriculum programs (13 percent).

Although program enrollment percentages have not varied dramatically, the increases in the actual number of students portray a system that has grown by leaps and bounds since its inception in 1958-59. The following figures on student enrollment by unduplicated headcount highlight this growth.

Year	Total
1958-59	6,000
1960-61	18,000
1965-66	151,200
1970-71	358,014
1975-76	534,833
1980-81	607,651
1985-86	653,822
1988-89	662,255
1989-90	741,387

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Department of Community Colleges
200 West Jones Street
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NORTH DAKOTA

by
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North Dakota two-year colleges include four controlled by Indian tribes, three controlled as parts of university multicampus districts, one community college, and one state school of science. The oldest two-year institution, the North Dakota State School of Science, was founded in 1903. The Board of Higher Education headquartered in Bismarck governs and coordinates public higher education in North Dakota.

Public and tribal two-year institutions in North Dakota enrolled more than 7,259 students during the fall of 1990. Of the more than 2,512 degrees awarded in 1990, 40 percent were in the trades and 27 percent were in the business field (8 percent business/management and 19 percent secretarial/office).

Tuition in the public two-year institutions is $1,452 per year. Tuition accounts for 32 percent of the public higher education's source of funds.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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600 East Boulevard
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OHIO

by
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SUMMARY

In partnership with local communities, state law makers have created a public two-year college system to serve the post-high school educational needs of Ohioans. Geographically dispersed within commuting distance of nearly every Ohioan, the two-year college system includes five state community colleges, 13 technical colleges, and 30 regional campuses of universities. All but the university regional campuses are governed by independent boards of trustees whose membership comes from the district within which the campus is located.

The core mission of the public two-year colleges, as mandated by the Ohio general assembly, is to serve the postsecondary education and training needs of adults in Ohio through college transfer programs, technical education programs leading to associate degree credit, and noncredit continuing education courses and programs. In recent years the mission has expanded to address training and retraining needs of business, industry, and government in Ohio as part of the state's economic and human resource development efforts.

The goals of Ohio's two-year college system, integrally related to the goals articulated in the 1988 Master Plan for Higher Education, include: providing geographical and financial access to higher educational opportunities for those, who for a variety of reasons, choose not to attend four-year institutions; requiring high standards of quality for new degree programs and enhancing the quality of existing associate degree programs; building the work force training and retraining capacity of colleges; and increasing student participation and achievement rates.

HISTORY

In 1961, on the advice of the Ohio Interim Commission on Education Beyond the High School, the Ohio General Assembly enacted legislation that provided for expansion of postsecondary educational opportunities in the following ways: county governments were authorized to create community colleges subject to the approval of a new state agency (Community College Board); school boards were authorized to create technical institutes offering a postsecondary program in technical education; and counties were authorized to establish university branch districts to help finance facilities for university branch campuses. Following the General Assembly's creation of the Ohio Board of Regents as the state's planning and coordinating agency for higher education in 1963, authority for community colleges was transferred from the Community College Board to the Board of Regents. In 1969 the institutions providing postsecondary technical education and operating under the authority of the State Department of Education were transferred to the Ohio Board of Regents. By 1971

all of the technical colleges that presently exist in Ohio had been chartered; by 1975 the state's five local community colleges and two of the state community colleges were in place. Since 1986 the Board of Regents has granted approval to three technical colleges to amend their charters to become comprehensive state community colleges.

GOVERNANCE

The Ohio Board of Regents is responsible for planning and coordinating Ohio's comprehensive and diverse public and private college and university system and Ohio's state-assisted two-year campuses. Established in 1963, the board has nine citizen members and two ex-officio nonvoting legislative members. The regents are appointed by the governor for nine-year terms and serve without compensation. The nonvoting ex-officio members are the chairmen of the education committees of the Ohio Senate and House of Representatives.

A support staff of approximately 60 professional and clerical personnel assists the board in fulfilling its statutory responsibilities. All support staff serve under the direction of the chancellor, the board's chief administrative officer. Dr. Elaine H. Hairston, an Ohio Board of Regents staff member since 1979, is the board's current chancellor. She was appointed to the post in May 1990 and is the fifth person to hold the position.

The board is responsible for a wide range of planning and coordinating activities including:

- Framing board directions for the development of Ohio's higher education system over extended periods of time through a series of master plans
- Recommending operating and capital budget appropriations for Ohio's colleges and universities to the governor and general assembly each biennium
- Advocating state policies and strategies that address the needs of the state, its citizens, and the institutions that comprise the higher education system
- Distributing all funds appropriated to institutions of higher education
- Authorizing all new degrees and degree programs at state-assisted, independent, and out-of-state institutions, assuring that basic quality standards are met (a consumer protection function)
- Administering the state's financial aid programs
- Conducting special studies for the general assembly.

The regents, the chancellor, and the chancellor's staff work closely with state officials, the General Assembly, and the leadership of both public and independent colleges and universities in fulfilling their responsibilities. The board encourages public input to its master plan and policy decisions. It maintains an information service to address public inquiries related to the state's higher education resources and opportunities.

FISCAL

Funds for the operating support of Ohio's state-assisted two-year campuses are derived

primarily from the state instructional subsidy (63.9 percent) and students (33.5 percent). Only 2.6 percent of operating funds is obtained from such other sources as private gifts and grants, endowments, or sales and services.

The state instructional subsidy is distributed by a formula that is driven by programs, enrollments, and physical facilities. The formula includes a system for protecting an institution from sudden and dramatic enrollment decline and assuring financial stability. Only six campuses (five community colleges and one technical college) have local tax levies for operating support.

The annual in-state student instructional and general fees among the community colleges and technical colleges range from a low of $1,308 (in-district fees for an institution with a local tax levy) to $2,112. The fees for the university regional campuses generally are related to those of the universities, with the annual regional campus fees ranging from a low of $2,214 to a high of $2,859 (based on fall 1991 data). Each state-assisted institution is governed by an independent Board of Trustees, which has the authority to set fee schedules. The General Assembly, however, has occasionally set limits on fee increases.

PROGRAMS

The Ohio Board of Regents is responsible for approving all new associate degree programs offered at state-assisted two-year campuses. Approval is required for two-year programs leading to degrees with the following designations: associate of applied science, associate of applied business, associate of technical studies, associate of arts, and associate of science. Approval is also required for designation of technical majors (areas of specialization) under approved degree program titles and for one-year certificate programs that are offered as the first year of a two-year associate degree program.

Any state-assisted college or university desiring to introduce a new two-year degree or degree program must first obtain preliminary approval from the Regents' Office of Two-Year Campuses. Approval is granted or withheld based on the reasons given for considering the program, the number of students expected to enroll, the availability of similar programs offered by other institutions (public, private, or proprietary) within a 30-mile radius of the requesting institution, and on preliminary cost estimates.

If a preliminary approval is granted, the institution has a two-year time limit to develop and submit a full proposal, which is then evaluated by regents' staff and also by the appropriate subcommittee of the Chancellor's Advisory Committee on Two-year Campus Academic Affairs. Multiple criteria are considered in the program approval process: evidence of need in the service district; program purpose and goals; prospective enrollments; cost and fiscal resources; scope and sequence of the proposed curriculum and appropriateness for an associate degree program; general education curricular component; and the role of community advisory committee in the development of the proposed degree program. In an effort to improve the quality of proposed associate degree proposals, it is expected that several new criteria will be added to the program approval process for proposed new degree programs within the near future, including the identification of student outcomes; strategies for the assessment of students' knowledge, skills, and proficiencies; (measures for assessing and ensuring continuing program quality; and relationship of the proposed program to the college's missions and long-range and strategic planning efforts.

Less elaborate, but still rigorous, approval processes are used in considering requests for technical majors and one-year programs. The Board of Regents, with advice from the chancellor, takes action on the formal proposal after review by the Chancellor's Advisory Committee on Two-Year Campus Academic Affairs and the Two-Year Campus Programming staff.

ENROLLMENT

Both headcount and full-time equivalent (FTE) student counts are available for the study of enrollment patterns. The definition of a fall term FTE assumes a 15 credit hour load, so that FTEs are calculated by dividing the total student credit hours by 15. All counts include credit activity only. Noncredit activity such as continuing education is excluded.

In the fall of 1990 there were 160,513 students enrolled in Ohio's community colleges, technical colleges, and university branch campuses. Although Ohio's student data base does not distinguish student goals, historical enrollment patterns are depicted in Tables 1 and 2.

Table 1
Headcount Enrollment by Associate Degree Program

	1990	1985	1980	1975
Business Technologies	41,808	47,700	44,938	30,468
Health Technologies	25,182	16,866	16,287	10,972
Engineering Technologies	20,439	19,810	20,762	12,603
Natural Science Technologies	2,462	2,043	2,129	2,292
Public Service Technologies	9,812	5,630	7,240	10,263
College Transfer	60,810	43,658	41,317	38,549
TOTAL	160,513	135,708	132,684	105,250

Table 2
FTE by Associate Degree Program

	1990	1985	1980	1975
Business Technologies	20,912	21,608	22,037	15,743
Health Technologies	8,769	6,905	5,934	4,140
Engineering Technologies	8,050	8,674	9,043	5,877
Natural Science Technologies	1,252	1,079	1,355	1,563
Public Service Technologies	5,458	3,454	3,359	3,617
College Transfer	47,407	35,689	36,019	35,801
TOTAL	91,858	77,418	77,944	66,758

Student enrollment in Ohio's two-year colleges has steadily increased over the past five years. Although enrollments in business technologies continue to decline, there has been significant growth in the health and public service technologies. Additionally, enrollments in college transfer programs have grown significantly in recent years.

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OKLAHOMA

by
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and Chairman of the Oklahoma Public Two-Year College President's Association
and
HANS BRISCH
Chancellor, Oklahoma State Regents for Higher Education

SUMMARY

On March 11, 1941 the Oklahoma State System of Higher Education was established by the people of Oklahoma when they adopted Article XIII-A as an amendment to the Oklahoma State Constitution. The amendment further provided for the establishment of the Oklahoma State Regents for Higher Education to serve as a coordinating board of control for all colleges and universities. In this capacity, the State Regents coordinate the functions of 25 colleges and universities (which include the state's 13 two-year colleges), nine constituent agencies, and four higher education centers in Oklahoma. The specific responsibilities of the State Regents that were prescribed in the constitutional amendment are as follows:

- Prescribe standards of higher education applicable to each institution
- Determine the functions and courses of study at each of the institutions to conform to the standards prescribed
- Grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions
- Recommend to the state legislature the budget allocations for each institution
- Recommend to the legislature proposed fees for all of such institutions and any such fees shall be effective only within the limits prescribed by the legislature. (OSRHE, 1991, p. 3)

The adopted mission of the State Regents is "...to build a nationally competitive system of higher education that will provide educational programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life" (OSRHE, 1990, p. 27).

HISTORY

The first colleges in Oklahoma were created by the territorial legislature in 1890 to meet the requirements of the Organic Act of Congress, which had created the territory of Oklahoma. Under this act, the territory was to create three public institutions of higher education to address agricultural and mechanical arts education to fulfill the land-grant college provisions of the 1862 Morrill Act, liberal and professional education, and teacher training (OSRHE, 1991, p. 8).

To meet the need for a liberal arts and professional college, Territorial Gov. George Washington Steele signed a bill creating the University of Oklahoma on December 19,

1890. On December 25 of that year, Gov. Steele signed two bills that created the Oklahoma Normal School for Teachers at Edmond (now the University of Central Oklahoma) and the Oklahoma Agricultural and Mechanical College at Stillwater (now Oklahoma State University). The school at Edmond began classes November 1, 1891 while the A&M college started classes six weeks later on December 14. In 1892 the University of Oklahoma admitted its first class (OSRHE, 1991, p. 9).

Between 1897 and 1901 the territorial legislature established four other institutions to serve the growing population. The Colored Agricultural and Normal University at Langston (now Langston University) and the Normal School for Teachers at Alva (now Northwestern Oklahoma State University) were both created in 1897. In 1901 the legislature established the Normal School for Teachers at Weatherford (now Southwestern Oklahoma Scounty tate University) and the Oklahoma Preparatory School (now Northern Oklahoma College), the state's first two-year institution (*Ibid*).

With Congress refusing to allow Oklahoma Territory and Indian Territory to enter the Union as separate states, leaders from both territories met to discuss the merging of territories into a single state. Part of the negotiations focused on the provision of higher education facilities for Indian Territory like those established in Oklahoma Territory.

Shortly after statehood was achieved in 1907 the first Oklahoma Legislature created two colleges and six secondary agricultural schools. On the college level, the Industrial Institute and College for Girls at Chickasha (now the University of Science and Arts of Oklahoma) and the School of Mines and Metallurgy at Wilburton (now Eastern Oklahoma State College) were established. The agricultural schools created were the Connors State School of Agriculture at Warner (now Connors State College), Murray State School of Agriculture at Tishomingo (now Murray State College), Cameron State School of Agriculture at Lawton (now Cameron University), Panhandle State School of Agriculture at Goodwell (now Oklahoma Panhandle State University), Haskell State School of Agriculture at Broken Arrow, and Connell State School of Agriculture at Helena. The schools at Broken Arrow and Helena were short-lived as they were closed by legislative act in 1917 (*Ibid*., p. 10).

In 1909 the Oklahoma Legislature made further efforts to balance the geographic distribution of colleges by establishing three normal schools and a preparatory school in eastern Oklahoma. The new institutions were Northeastern Normal School at Tahlequah (now Northeastern State University), East Central Normal School at Ada (now East Central University), Southeastern Normal School at Durant (now Southeastern Oklahoma State University), and the Eastern Oklahoma University Preparatory School at Claremore (now Rogers State College).

Three of the schools that had been established to date were forced to close for a two-year period between 1917 and 1919 when Gov. Robert L. Williams vetoed the biennial appropriations for the schools at Claremore, Wilburton, and Tonkawa. With a new governor and a new legislature in 1919, the budgets were restored to these schools and an additional institution was created, the Miami School of Mines (now Northeastern Oklahoma A&M College) (*Ibid*.).

Beginning with the opening of the Muskogee Junior College in 1921, Oklahoma saw the development of a new type of institution, the public district junior college. Although not supported by the state of Oklahoma, 20 such schools were established by local communities between 1921 and 1939. These postsecondary institutions, operated by the local public school board, offered from one to two years of postsecondary education for district residents. Setting up two-year schools were Altus, Bartlesville, Bristow, Capitol Hill in Oklahoma City, Duncan, El Reno, Frederick, Hobart, Muskogee, Okmulgee, Poteau, Sapulpa, Seminole, Sayre, Wetumka, and Woodward. One-year schools were established at Carnegie, Holdenville, Okemah, and Shidler. These junior colleges had a combined enrollment of less than 1,600 students (*Ibid*, p. 12).

With a large and growing number of postsecondary institutions in the state, concern was

often expressed by state leaders about the need to develop some form of coordinating mechanism. The 1926 doctoral dissertation of Henry G. Bennett was the first published study of the problem of college coordination in Oklahoma. His recommendation was that a central coordinating agency should be established and placed under the control of the state Board of Education.

Between 1929 and 1933 there were two unsuccessful efforts to create a coordinating board. Gov. William J. Holloway obtained legislative approval to establish such a board consisting of the state superintendent, two gubernatorial appointees, and the presidents of five state institutions. However, the governor never made his appointments, and the idea died of neglect. In 1933 Gov. William H. Murray created a nine-member committee by executive order that was to coordinate public higher education. The legislature followed Gov.Murray's lead and passed legislation creating a 15-member board with the members to be appointed by the governor. This effort at statewide coordination was also doomed to failure when on the last day of the legislative session the legislature eliminated the appropriation for the operation of the board.

Gov. Leon C. Phillips rejuvenated the state coordinating board in 1939 by naming new members. The membership of the new board recommended that a constitutional coordinating board be established through an amendment to the state constitution. On March 11, 1941 the people of Oklahoma approved Article XIII-A, which created the state System of Higher Education and the Oklahoma State Regents for Higher Education (*Ibid* .).

Since 1941 the most significant development in public higher education has been the expansion of the state-supported community/junior college. By 1968 all but five of the public district junior colleges established in the 1920s and 1930s had ceased to exist due to limited enrollments and financing. But with the growing need for additional postsecondary educational opportunities, the state legislature acted quickly and often in the late 1960s and early 1970s to broaden access to public higher education. In 1968 Tulsa Junior College was created. The following year, the public district junior college at Altus was changed to a state college and renamed Western Oklahoma State College.

By 1973 the legislature had created two new community colleges to serve the metropolitan areas and had converted three of the four remaining public district junior colleges to state-supported institutions. In that year, Oscar Rose Junior College (now Rose State College) at Midwest City, South Oklahoma City Junior College (now Oklahoma City Community College), Seminole Junior College, Carl Albert Junior College (now Carl Albert State College), and El Reno Junior College (now Redlands Community College) became full-fledged members of the Oklahoma State System of Higher Education. The last remaining public district junior college, Sayre Junior College, was absorbed as a branch of Southwestern Oklahoma State University by legislative decree in 1987.

Currently, the Oklahoma State System of Higher Education includes 13 community/junior colleges, 10 regional universities, and two comprehensive universities, which collectively enroll nearly 221,000 students annually. Of this annual enrollment, approximately 40 percent are enrolled at the state's public two-year institutions.

GOVERNANCE

Serving as the coordinating board of control for all state colleges and universities, including the 13 two-year colleges, is the nine-member Oklahoma State Regents for Higher Education. Appointed by the governor and confirmed by the Oklahoma Senate, members serve nine-year overlapping terms. The staff of the State Regents is headed by an appointed chancellor of the state system. The State Regents meet publicly every six weeks to deal with matters related to

their constitutional responsibilities of prescribing standards, determining functions and courses of study at state institutions, granting degrees, and developing a budget need for the state system and a methodology for allocation to system institutions.

The operation and management of individual institutions within the state system are reserved for institutional governing boards of regents. Oklahoma has three constitutional governing boards and 12 statutory boards, two of which have nine members, one five members, and the remainder seven members. Acting through their chief executive officers, the presidents, these institutional boards make recommendations to the State Regents regarding changes in institutional functions, programs, standards, and budgetary needs for both operations and capital improvements.

Because the State Regents have constitutional authority over programs and funding at the state's colleges and universities, their power in the state system is significant. As noted, however, the State Regents greatly rely on input from the institutional governing boards and institutional executives. The State Regents have historically used the collective wisdom of institutional personnel to develop new and modify old system policies through various advisory councils. The chief academic officers and student affairs officers of all institutions meet with State Regents' staff members monthly in the Council on Instruction and Council on Student Affairs, respectively, to provide comment and conduct study on current issues in these areas. The Council of Presidents, which serves in an advisory role to the chancellor, reviews proposed policies and works with the chancellor and his staff on numerous issues. Additionally, the State Regents hold annual strategic planning sessions with members of institutional governing boards to discuss issues of common concern and future directions for the state system. Providing input from the faculty and students of the state system are two advisory groups, the Student Advisory Board and the Faculty Advisory Committee.

Oklahoma's State System of Higher Education is separate from the State Department of Education, which deals with K-12 education, and the State Department of Vocational and Technical Education, which provides manipulative skills training for K-12 students and adult students. In a spirit of greater cooperation among the three components of the state's educational system, an educational summit has been scheduled for fall 1991 at which educational issues will be discussed by the state superintendent for education, the state director of vocational/technical education, and the chancellor of the state system.

FISCAL

The 1991 Oklahoma Legislature appropriated $562,187,117 to the State Regents for educational and general operating budget allocations to state institutions and special programs administered by either the State Regents or individual institutions. For institutional operational purposes, the legislature appropriated $509,472,617 for FY 92, an increase of $40,459,158 (8.6 percent) over the FY 91 appropriation. Increases for each college or university ranged from 7.4 to 13.6 percent based on budget need and the allocation model developed by the State Regents and endorsed by the Council of Presidents. The community/junior college tier received an average increase of 8.6 percent, with a range from 7.99 to 13.35 percent. Special programs received an appropriation of $53,466,036 for FY 92, a percentage increase over FY 91 of 10.5 percent (OSRHE, June 13, 1991).

State appropriations constitute the great majority of the total educational and general (E&G) budgets of state colleges and universities and, compared to many other states in 1991, Oklahoma higher education was fortunate to receive a 10 percent increase in appropriations. However, Oklahoma has historically ranked extremely low in per student funding (ranked 47th in the nation in 1988) when compared with other states (OSRHE, December 1990, p. 5). To

address this situation, the State Regents worked with system institutions to select peer institutions in other states and then developed a five-year funding plan to bring Oklahoma to parity with its peers. In FY 91 Oklahoma students were funded at 60 cents on the dollar in comparison to their peers. Efforts to obtain greater state appropriations have been successful, but not to the level required to bring Oklahoma to the peer average within the five years outlined in the regents' plan.

Another effort to increase resources for institutional operation has been made in the area of student tuition and fees. At the average state institution, student fees provide only 26 percent of the school's E&G budget. With a national ranking of 36 in terms of the level of resident undergraduate tuition and fees, the Oklahoma State Regents for Higher Education adopted a six-year tuition plan in 1990 that would gradually raise tuition rates at the state's institutions. Year one of the plan was accepted by the state legislature for implementation for the 1991-92 academic year. Tuition rates increased 5.2 percent at the two-year colleges to $24.50 per credit hour, 7.4 percent at the four-year regional universities to $37.75 per credit hour, and 9 percent at the state's two comprehensive universities, raising resident undergraduate tuition to $45 per credit hour.

Under development at the present time is a new initiative of the State Regents to make the state system stronger and more efficient in terms of program delivery and cost. The Academic Planning/Resource Allocation (APRA) plan aims to focus limited resources on the most essential activities of the system's colleges and universities to enhance system quality and student success in a period of limited financial resources.

PROGRAMS

Overall, Oklahoma's institutions of higher education offer fewer degree programs than the national average. At the doctoral and research level, the number of instructional programs range from slightly under 100 to 575 across the nation with a national median of 190. Oklahoma State University offers 105 programs of study while the University of Oklahoma offers 120 programs. The national median for the number of programs offered at four-year colleges is 68. Oklahoma's 10 regional universities offer an average of 49 instructional programs. The two-year colleges in Oklahoma average 55 programs while the national average is 39. In fall 1990, there were 137,334 undergraduates enrolled in one of 1,576 degree programs offered by state institutions and 17,890 students enrolled in graduate degree programs (OSRHE, fall 1991, p. 10). All programs proposed by institutions must be approved by the Oklahoma State Regents for Higher Education.

Since Oklahoma has a department of vocational/technical training separate from the state system of higher education, the State Department of Vocational and Technical Education, there are limited numbers of such programs offered by state system institutions. Primarily, the state's two-year institutions provide vocational programs that are strongly based in collegiate-level instruction. Two-year registered nurse programs, for example, are offered by all 13 public two-year colleges in Oklahoma, while licensed practical nursing programs are provided by some of the state's vocational/technical schools. In all, there are 357 associate of applied science programs offered by the state's public community/junior colleges (*Ibid*, p. 11).

ENROLLMENT

Growing at a faster rate than the state's four-year universities, the public two-year colleges enrolled approximately 60 percent of all first-time college students in Oklahoma and 40 percent

(60,420) of the total enrollment in public higher education in fall 1990. Of the 99,489 full-time equivalent (FTE) students in the state system in 1989-90, 36,330 were at two-year colleges. In terms of headcount enrollment, the largest institution in the state is Tulsa Junior College, which enrolled 17,477 students in 1989-90 (*Ibid*, p. 10).

An annual FTE figure in Oklahoma is determined by dividing the total number of semester credit hours produced by 30. Oklahoma institutions offer two 16-week semesters and summer sessions ranging in length from eight to 12 weeks, with multiple enrollment periods. Some colleges, particularly the two-year institutions, also offer mini semesters of two to four weeks between the long semesters and the summer sessions.

The two-year comprehensive community/junior colleges in Oklahoma, with the number of programs offered in parentheses, their 1989-90 FTE and fall 1990 headcount enrollments, and their 1991-92 state appropriations are as follows:

College (number of programs)	FTE	Headcount	FY 92 State Appropriation
Carl Albert State College (37)	952	1,466	$ 3,054,610
Connors State College (61)	1,571	2,015	3,601,769
Eastern Oklahoma State College(53)	1,284	1,995	4,109,429
El Reno (now Redlands) C.C. (63)	782	1,291	2,427,932
Murray State College (32)	971	1,422	2,947,054
Northeastern OK. A&M College(58)	2,269	2,599	6,415,993
Northern Oklahoma College (55)	1,879	2,047	3,493,343
Oklahoma City Community College (65)	4,287	8,000	10,491,848
Rogers State College (73)	2,033	3,701	5,619,415
Rose State College(75)	5,494	10,545	14,157,514
Seminole Junior College(25)	1,054	1,558	2,921,219
Tulsa Junior College (111)	8,158	17,477	18,687,561
Western Oklahoma State College (49)	1,150	1,876	3,180,449

(OSRHE, fall 1991, p. 10 and OSRHE, June 13, 1991)

In addition to the 13 community/junior colleges, Oklahoma State University operates two technical branches, which offer two-year programs leading to the associate of applied science degree in several areas. OSU-Oklahoma City has 41 programs of study that enrolled 4,090 students in 1989-90 for an annualized FTE of 2,242. OSU-Okmulgee had 2,138 students with an FTE of 2,204. The state-appropriated budgets of these institutions for FY 92 was $5,469,864 for OSU-Oklahoma City and $11,139,645 for OSU-Okmulgee (Ibid.).

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OREGON

by
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Former Commissioner, Office of Community College Services

SUMMARY

The state of Oregon is served by 14 community college districts and two community college service districts. Service districts operate in small, rural portions of the state. They cannot incur bonded indebtedness and must contract with a community college district for instructional program supervision. In all other respects, service districts function as a community college district.

Oregon's community colleges are governed by strong locally elected boards of directors. College boards establish and approve operating budgets, set personnel policies, employ faculty and staff, and prescribe the educational program. These functions must comply with state-enacted collective bargaining, open meeting, and public records statutes. Oregon's local budget law prescribes a process for developing and publishing a budget; it does not establish spending priorities.

The Office of Community College Services (OCCS) is the lead state agency for Oregon's community colleges. The OCCS is headed by the commissioner, who reports directly to the State Board of Education. The commissioner is the executive officer of the state board for all community college matters.

HISTORY

The 1949 Oregon legislature passed a bill that allowed local school districts to create extension centers for the purpose of offering college-level courses. These centers were to operate through a contract with the Oregon State System of Higher Education. Three school districts began programs as a result of this legislation, but only the center in Bend survived the start-up period. Central Oregon Community College in Bend traces its history back to its beginnings as an extension center.

Although a number of studies and legislative proposals surfaced between 1949 and 1959, Oregon made little concrete progress toward forming a community college system during the decade. However, in 1959 the legislature did pass a bill that generally authorized the formation of independent community college districts. This positive step was, unfortunately, countered by the fact that the state appropriation to support district formation was very small. As a result, no districts were formed under the 1959 legislation.

The 1961 legislature finally put all the pieces in place. In addition to new statutes making the formation of community colleges even easier than the permissive 1959 legislation, law makers provided an appropriation of sufficient size to capitalize new districts. Six districts were formed in the next three years, and, at the end of 10 years, the number of districts had grown to 13. In these formative years, state appropriations for operating and capital purposes were reasonably generous. The state of Oregon provided funds to support more than half the cost of direct instruction and provided more than two-thirds of the money needed for capital projects. Local property tax levies and student tuition balanced local budgets.

Between 1961 and 1979, the legislature appropriated $96 million for community college construction. Over these two decades, state support for operating budgets declined some-

what, finally settling at about 41 percent of college expenditures. This decline in state operating funds was of concern to the colleges, but it did not represent a crisis. Local property tax payers routinely approved levy requests sufficient to "backfill" the erosion in state funds. Beginning in 1980, however, Oregon's community colleges started to experience difficulty.

The economic recession of the early 1980s profoundly affected Oregon. The legislature was not only foreclosed from continuing operating support at historical levels, but it also frequently reconvened in special session to reduce already established budgets. In the period between 1979 and 1983, state support, as a share of college operating budgets, declined from 41 percent to 30 percent The recession also began to affect the ability of the colleges to secure additional local tax levy support.

At least partially as a result of these financial difficulties, the colleges began to examine fundamental governance issues. Fiercely independent and proud of their record of local service, the colleges had historically resisted attempts to create a strong state community college agency. Recognizing that this historical position left them without a strong advocate in the increasingly frequent state budget wars, the colleges began to review and debate governance models. The models ranged from the status quo (a small division within the state education agency) to merger with the four-year college and university system.

The community colleges presented a governance proposal to the 1987 legislature, and what emerged was very close to the original proposal. In brief, the legislature established the Office of Community College Services as a separate state agency. It authorized the State Board of Education to appoint a commissioner to serve as the state's executive officer for community college matters. The legislature also directed the state board to meet separately as a community college board and to submit community college budget initiatives independently of public school initiatives. The state superintendent was completely removed from exercising any authority over community colleges.

Since the governance changes in 1987, the colleges have worked closely with the commissioner to establish a productive relationship. However, this developing relationship, and all other features of the Oregon system, are about to undergo a severe test. Oregon voters approved a property tax limitation measure on November 6, 1990. This measure, which goes into effect on July 1, 1991, will likely result in Oregon's community colleges receiving the majority of their revenues from state sources. Oregon's strong tradition of local governance will need to be reconciled to the centralizing tendencies of state-driven financing schemes.

Working closely with the state board and the Oregon Community College Association (a powerful dues-supported trustees/presidents association), the commissioner has outlined a process that will examine again governance questions in light of the tax limitation measure. The colleges expect to present their recommendations to the 1993 Legislative Assembly.

GOVERNANCE

The State Board of Education is composed of seven members appointed by the governor and subject to confirmation by the Oregon State Senate. Board membership must include an appointee from each of Oregon's five Congressional districts; the other two members are "at large" appointees. A board member is appointed for a term of four years and may be reappointed once. Board members can be removed by the governor, but only if the governor can show misconduct or malfeasance on the part of the member.

Regular meetings of the state board are held monthly. Special meetings of the state board are frequent occurrences. State board meetings are formally divided; the board convenes and meets as the community college board, and then reconvenes as the public school system board. In regard to community colleges, the state board approves proposed degree programs and

courses, prescribes fiscal and student accounting systems, establishes state reimbursement rules and formulae, approves construction and remodeling projects, submits budgetary and other legislative requests, and performs other state-level coordinating tasks.

Through the commissioner and the Office of Community College Services, the state board maintains a close and supportive relationship with local districts. Local district boards are composed of seven elected members and have broad powers to hire staff, establish operating budgets, and prescribe the educational program. The Oregon system is best described as one that vests significant day-to-day governing authority with local boards and broad coordinating responsibility with the state board.

FISCAL

Oregon's community colleges rely on three principal revenue sources: local property tax levies (approximately 50 percent), state reimbursement (approximately 30 percent), and student tuition (approximately 20 percent). State construction funds, when appropriated by the legislature, pay for 65 percent of project costs. Local resources must be available to provide for remaining project costs.

The state operating funding formula was the subject of extensive review in 1989. With assistance from the National Center for Higher Education Management Systems, a new formula was designed and was scheduled for implementation in 1991-92. In simple terms, the new formula would have allocated 49 percent of state dollars to the colleges as base adjustments and 51 percent of the state dollars on an FTE basis. The property tax limitation measure, referenced above, will force the commissioner to comprehensively re-examine funding formula issues.

Tuition rates for full-time, resident students range from $220 per quarter to $280 per quarter at Oregon community colleges. The average tuition rate is $245.

PROGRAMS

Degree and certificate program proposals begin as local initiatives. In consultation with local advisory committees, faculty, and others, campus administrators prepare a comprehensive proposal for new programs. The proposal must set out the curriculum, labor market trends, staffing arrangements, and other pertinent information. The proposal must be approved by the local board of directors, and then it must be forwarded to the Office of Community College Services for approval.

Oregon's community colleges offer: college transfer programs; short-term, one-year, and two-year vocational programs; adult basic education programs; customized training programs; adult high school diploma programs; GED preparation programs; and adult enrichment programs. Oregon's community colleges also maintain a comprehensive, state-wide network of small business development centers, provide small business international trade consulting, and assist businesses with government contract procurement. The community colleges are full participants in federal welfare reform programs and are the principal providers of educational programs in correctional facilities.

ENROLLMENT

A full-time equivalent (FTE) is generated by student enrollments that total 45 credit hours,

or (for vocational enrollments) 680 clock hours. Oregon's community colleges will enroll approximately 57,000 FTE for the 1990-91 academic year; total headcount enrollment will exceed 300,000.

Approximately 40 percent of the FTE generated at Oregon community colleges is the result of college transfer enrollments. Vocational enrollments account for approximately 30 percent of the FTE, 15 percent of the FTE comes from developmental education enrollments, and the balance is accounted for by self-improvement programs. College transfer enrollments and developmental education enrollments represent a somewhat larger share of the current FTE base than they did 10 years ago. Vocational FTE has declined slightly over this same period. However, it is interesting to note that vocational headcount enrollments are up significantly, and actually exceed current college transfer headcount enrollments.

The phenomenon of declining vocational FTE numbers but increasing vocational headcount numbers is explained by the rapid reconfiguration of training programs. Traditional two-year degree programs no longer wholly define the vocational efforts of the community colleges. Short-term programs, customized training programs, industry-based programs, and other similar programs serve large numbers of students without generating heavy FTE counts.

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PENNSYLVANIA

by
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SUMMARY

In a legal sense, the commonwealth of Pennsylvania has no "system" of community colleges; however, the 14 community colleges are frequently referred to as the community college system in Pennsylvania.

Pennsylvania's two-year public colleges are 14 locally autonomous, locally sponsored, locally controlled institutions. The initial college was established in 1964 and the last in 1971. The largest college serves approximately 24,000 equated full-time students (EFTS) and the smallest, 2,500 EFTS. The system serves approximately 100,000 EFTS.

Mission and Goals of the System

Each community college develops its own mission and goals; however, the commonwealth standards indicate that, at minimum, community college philosophy must address educational opportunity for all, comprehensive educational programming, quality instruction, guidance and student personnel services, and community leadership. The standards further indicate that educational programs must include college parallel education, occupational education, continuing education/community service, general education, and developmental education. In addition, since the law requires "surveys of industrial development and manpower needs" and speaks of "indicating how the college will further industrial development, reduce unemployment, etc.," these tasks also find their way into each college's purpose statement.

HISTORY

Portions of the historical account are taken from "Development of the Community College Concept in Pennsylvania" by Elwood A. Shoemaker, July 1973.

The commonwealth of Pennsylvania became the 44th state to have legislation enabling creation of a system of community colleges when Gov. William H. Scranton signed House Bill 1066 into law as Act 484 on August 24, 1963. It should not be deduced from this that there was an earlier lack of interest in establishing community colleges in the state. There was a great deal of discussion and activity with many different interest groups offering varying points of view. The difficult process of working out a compromise suitable to a majority of the interest groups required much time. One of the earliest recorded references to junior or community colleges in Pennsylvania was in the minutes of the State Council of Education for February 5, 1926. The president of the council discussed briefly the question of the possible development in Pennsylvania of municipal junior colleges.

The next important reference to junior colleges was a report by the Association of College Presidents of Pennsylvania in a 1935 *Junior College Journal* article. The theme of the article was the need for junior colleges in the state that would be a part of the public school system and would be concerned primarily with occupational education. The efforts to establish free city

colleges were offset by efforts of the rural-based legislators to establish junior colleges in any school district as the 13th and 14th years added to high school. The municipal junior college and school district junior college were not the only suggestions forwarded through the legislative process. Some of the bills introduced called for the state itself to sponsor the colleges. Others called for county boards, school directors, and even separate community college districts.

Pressures for additional space for World War II veterans returning to college campuses under the GI Bill helped to push a bill through the 1947 session to become Act 66. This act was designed to permit existing colleges to establish off-campus centers offering the first two years of college work. Such branch campuses had existed in the state prior to World War II. Pennsylvania State College (later Pennsylvania State University) applied for approval of four such centers as early as 1937. At the December 3, 1937 meeting of the State Council of Education, a resolution was adopted that approval of such centers be withheld pending further study. Act 66 formalized the establishment activity, and the system of branch campuses expanded rapidly. The existence of these centers was later cited as one of the reasons why it was not necessary for Pennsylvania to develop a system of community colleges.

The State Council of Higher Education proposed yet another approach in a 1941 report on the state teachers' colleges. One of the recommendations in the report was that four of the then existing state teachers' colleges be converted to junior colleges for occupational training in trades and semiprofessional skills. In 1949 the chief executive officer was directed to present to the governor the opinion of the State Council of Education that there were already adequate facilities available for students and that monies spent to establish free city colleges might be better spent to provide scholarships. The discussion about the need for community colleges continued with no congruence of the differing points of view. A survey by the Pennsylvania Cooperative Program in educational administration in 1953-54 indicated little general support for expansion of public education through the 13th and 14th years. The 1955 Pennsylvania Conference of Education called by Gov. George N. Leader concluded that the establishment of junior colleges was problematical because none of the taxing agencies could bear the costs. There was also an implication that most of the services offered by such a new institution could be easily offered by existing institutions.

In 1957 there were two governor's commissions, one on higher education and one on public education. Each of these commissions recommended the establishment of new institutions with programs of less than four years to be financed by a combination of state, local, and student resources. The report of the Commission of Higher Education recommended that these new institutions should be independent of the administration of the public school system and that the administrative responsibilities should rest with local communities. In 1958 the Pennsylvania State Education Association Committee of 15 reported that there was a need for community colleges in the state. In 1959 another new approach to the establishment of community colleges was suggested. The Advisory Panel of the Joint State Government Commission in the Litchfield report suggested that additional expansion of higher education in the state could come through new junior colleges established on a regional basis.

The legislators in the General Assembly were aware of growing debate. In 1957 there were four different bills introduced calling for the establishment of junior colleges. In 1959 there were five, including one that enjoyed the unique distinction of being passed by one of the bodies of the General Assembly.

The growing pressures, those noted in official documents as well as those going on behind the scenes, ultimately had to come to a head. Leadership for this culminating activity was provided by the governor at the time, Gov. David L. Lawrence. His first move was to appoint a committee on education, which issued its report in April 1961. Among other recommendations of this committee was one that established a goal of a system of community colleges that

would be able to accommodate 7,000 to 9,000 students by 1970. Another important suggestion was that it should be possible to establish community college districts with separate taxing authority.

Provided this leadership, the State Council of Education adopted a resolution authorizing the preparation of a master plan for the development of higher education in the commonwealth, including community colleges. Then, in 1962, the council passed a resolution approving legislation that would provide for the creation and operation of the system of community colleges.

At the same time, other organizations, such as the Pennsylvania State School Directors' Association, began to climb on the band wagon to seek legislative authorization for establishment of a system of community colleges. With this in the background, the legislators got busy. There had been only five bills relating to community colleges introduced in the 1959 session and again in the 1961 session, but in the 1963 session there were 18 bills introduced.

It was House Bill 1066, however, which was to be the successful one. Toward the end of the legislative route, there was an opportunity for public hearings. A total of 21 organizations presented testimony, and an additional 10 submitted statements. There were statements from the Governor's Committee of 100 for Better Education, numerous school districts, unions, colleges and universities, and commissions of colleges and organized groups. The majority of those presenting testimony supported the bill, either in its entirety or with its suggested modifications. In the House of Representatives, the bill carried with a vote of 194 to 8. The bill was sent to the Senate. It was passed unanimously, 50 to 0. The bill was signed by Gov. William W. Scranton on August 24, 1963 and became Act 484.

The state's 14 community colleges and the year each was established are as follows: Harrisburg Area Community College and Community College of Philadelphia (1964); Allegheny County Community College, Bucks County Community College, Butler County Community College, and Williamsport Area Community College (1965); Montgomery County Community College, Delaware County Community College, Northhampton Area Community College, and Beaver County Community College (1966); Westmoreland County Community College and Reading Area Community College (1970).

Williamsport Area Community College became part of the Pennsylvania State University in 1988. In May 1991 Erie County Technical Institute was formally approved by the State Board of Education under the Community College Act and is now part of the Pennsylvania family of community colleges.

Enrollments have leveled off. Numbers of part-time students and older students continue to increase. Community service/continuing education and job retraining have become major community college services.

GOVERNANCE

Pennsylvania's community colleges have no governing board of their own at the state level. The State Board of Education, however, which has authority over all of education in Pennsylvania, has control to the extent indicated by Chapter 35 of the state board regulations governing community colleges. The state board consists of 17 members appointed by the governor and confirmed by a two-thirds majority of the Senate. Each person serves a six-year term without pay. Eight members are assigned to serve on the Council for Basic Education and eight members to the Council for Higher Education. The chief of the state board is the chairperson designated by the governor. The board meets five times annually.

The State Department of Education is headed by the secretary of education, a cabinet post. The department provides personnel to regulate and maintain, in accordance with state board

regulations, the educational system of the commonwealth. The department also serves the secretary and governor with required services in education.

FISCAL

Funding sources are: local sponsor, student tuition, state, and other (federal grants, gifts, state contracts, etc.). The Community College Law provides for a one-third sharing of operating expenses among tuition, sponsors, and state as a norm, with other income for the most part credited to the sponsor's share of expenses. Capital expenses are split 50-50 between sponsor and state. An additional state funding source not included in the one-third calculation is a stipend amount paid by the commonwealth for each EFTS in certain Department of Education-approved occupational program categories, such as advanced technology programs, statewide programs, and approved occupational programs.

The funding formula for operating expenses as stated above is presently experiencing the effect of a $3,000-per-EFTS cap, above which the commonwealth limits its share to $1,000 (one-third of $3,000). The law then further limits the student tuition charge to one-third of the operating expenses, requiring the sponsor colleges presently exceed the $3,000 net reimbursable operating expense. Sponsors are experiencing a cost squeeze. Legislation has been introduced to increase the minimum levels of reimbursement to $950 as well as to increase the cap to $1,050.

Tuition and fee charges for the 1991-92 academic year range from $1,182 to $1,770, with a median of approximately $1,520 for a resident of a sponsoring area. Pennsylvania residents attending from nonsponsoring areas would pay approximately double, and non-Pennsylvania residents approximately three times the resident rate.

PROGRAMS

Program approval is delegated to each community college's faculty and board. However, for stipend awards, Department of Education review and approval of each program for applicability to the stipend conditions are required.

Pennsylvania's community colleges offer a full range of programs: college transfer, technical, vocational, adult basic, continuing education, GED, JTPA, remedial, community service, etc.

Community colleges offer an assortment of associate degree designations as each college faculty deems appropriate. The A.A., A.S., and A.A.S. are most frequently used. Colleges also award certificates for programs of shorter duration. Associate degree programs require the completion of the minimum of 60 semester credit hours. Certificate programs generally require 30 hours or less.

ENROLLMENT

The EFTS is obtained by adding the number of full-time students plus the total of part-time student credit hours divided by 12. A part-time student takes less than 12 semester hours. Noncredit courses are equated to credit hours by using 15 hours of classroom study as equivalent to one semester credit hour. For classes requiring laboratory study, each 30 hours of laboratory study is equated to one semester credit hour.

Systemwide college transfer and occupational program students generate approximately

the same number of EFTS. Noncredit work accounts for approximately 20 percent of the EFTS.

Initially, college transfer students accounted for almost 70 percent of community college system students. The ratio of transfer to occupational on a system basis quickly began to change and by 1975 had reached approximately 50-50. Since that time, this ratio has remained essentially consistent for the system. Some colleges are, and historically have been, heavily occupational, while others are more transfer-oriented.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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RHODE ISLAND

by
EDWARD J. LISTON
President, Community College of Rhode Island

SUMMARY

The Community College of Rhode Island (CCRI), the only public two-year institution of higher education in the state, fulfills a three-pronged objective of providing vocational technical training, academic transfer programs, and a wide variety of community service offerings for the people of the state.

In Rhode Island, there is only one community college, which is part of the same higher education system that governs the two public four-year institutions. CCRI has an enrollment of over 16,000 students on three main campuses, at off-campus locations in high schools in the outlying areas of the state, and in companies where college courses are taught at the workplace.

The college's current mission and goals statement, included here, was adopted in 1981. It was developed by a committee with input from the entire college community.

Mission and Goals Statement

- **MISSION I:** Community College of Rhode Island will provide an ambitious array of postsecondary occupational programs and courses designed to prepare students for, and enhance their competence in, paraprofessional and technical jobs in business and industry beyond what might be achieved in high school.

- **MISSION II:** Community College of Rhode Island will offer programs and courses designed for students who wish to transfer their credits to other institutions of higher education, and will work closely with other Rhode Island institutions to develop and improve effective articulation and transfer programs.

- **MISSION III:** Community College of Rhode Island will give special attention to the quality of its offerings and effectiveness of its instruction.

- **MISSION IV:** Community College of Rhode Island will provide such student services as may be necessary to a student's academic progress and as are feasible.

- **MISSION V:** Community College of Rhode Island will provide adult residents of Rhode Island with open access to postsecondary education.

- **MISSION VI:** Community College of Rhode Island will make its facilities available to community groups and the public in general at as low a cost as possible.

- **MISSION VII:** Community College of Rhode Island will sponsor a wide range of nonprofit forums, workshops, seminars, courses, lectures, exhibi-

tions, concerts, shows, and tours.

- **MISSION VIII:** Community College of Rhode Island will assist community organizations, local businesses and industries, and appropriate state and municipal governmental agencies to develop and enhance their own educational programs and will work with these groups to further the state's economic development objectives.

- **MISSION IX:** Where feasible, Community College of Rhode Island should involve community representatives in establishing and evaluating its programs and activities.

HISTORY

The Community College of Rhode Island is an institution that is broad in purpose, creative in design, and service oriented. Founded with the aim of serving all the citizens of the state and providing educational opportunities for all Rhode Islanders, the college has continued to fulfill this purpose over two and a half decades.

The Rhode Island Junior College State System was established by an Act of the Rhode Island General Assembly in January 1960.

The legislation closely followed the recommendation of a Commission to Study Higher Education, which called for establishment of a statewide system of junior college campuses with facilities in the Pawtuxet Valley, Blackstone Valley, and Mount Hope areas of Rhode Island.

In March 1964 the Board of Trustees of State Colleges appointed Dr. William F. Flanagan as the first president of Rhode Island Junior College. The college opened its doors in temporary quarters in Providence on September 25, 1964.

Original plans called for an enrollment of 200 students in the opening class, but because of the large number of applications from both faculty and students, Gov. John Chafee permitted the expansion of the initial enrollment to 325 students.

On October 7, 1964 Royal W. Knight of Warwick made a gift of 80 acres of property, including a historic homestead and other buildings, to the college. This became the permanent site of the Rhode Island Junior College Campus, named the Knight Campus by the Board of Trustees. Later acquisitions of adjoining land increased the campus area to a total of 205 acres.

The Knight Campus, located in the western section of Warwick, adjacent to Routes 2 and 3 and easily accessible to Routes 95 and 295, was opened in September 1972 with an enrollment of close to 3,000 students.

All facilities at this campus are housed under one roof, a futuristic megastructure that encourages social, educational, and cultural exchanges among the entire student body.

In June 1969 the Rhode Island Junior College Blackstone Valley Campus Master Plan was unveiled. The plan updated the overall projections for full development of the Rhode Island Junior College State System and developed basic design criteria for the second campus facility, which was eventually named the Flanagan Campus in honor of the college's first president.

In November 1970 Rhode Island voters approved a $12,250,000 bond issue for construction of the Flanagan Campus and preliminary planning for a Newport-Mount Hope Campus.

Construction of the Flanagan Campus was started in the summer of 1974. The 300-acre campus, located on Louisquisset Pike at Route 146 in Lincoln, was opened in September 1976 with an enrollment of 1,700 students.

Like the Warwick facility, the design of the Flanagan Campus encourages interaction

among all students. One large building, made up of three connecting modules, totals nearly seven and one-half acres of floor space and includes such innovative features as solar panels for heating water in the field house and computerized temperature control for the building. The college's second president, Edward J. Liston, was inaugurated on April 1, 1979.

On June 26, 1980 the Rhode Island Board of Regents for Education approved a change in the name of the college from Rhode Island Junior College to Community College of Rhode Island. The new name reflects the true mission of the college system created over 25 years ago.

The most recent expansion of the college occurred in September 1990 with the opening of a third campus in Providence. The urban campus was established to improve access to higher education for inner-city residents. Over 600 students enrolled at the Providence Campus for its opening semester.

From its modest beginnings with 325 students in 1964 to its present enrollment of 16,000 students, the college has grown steadily to meet the goals of its founders. For over 25 years, the challenge has been to provide academic transfer programs and technical training of the highest caliber.

Under Liston's leadership the college continues to seek new ways of serving the community through expanding existing offerings and developing new programs. Growth in terms of student enrollment has been accompanied by expansion in both collegiate and noncredit areas of instruction. CCRI offers programs in more than 20 academic and vocational-technical areas as well as a full complement of programs and services for full and part-time students, for recent high school graduates, and for older adult learners. The Office of Community Services, the New Careers for Women Program, the Center for Business and Industrial Training, and other special programs provide opportunities for special constituencies.

The college has established partnership programs with area high schools as well as local businesses, industries, and governmental bodies.

CCRI opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for small businesses, for governmental agencies, and for individuals seeking to improve their skills or enhance their lives.

In every sense, CCRI is a community college striving to serve the needs of its constituencies by continually reaching out to establish linkages and meet the needs of individuals, businesses, secondary schools, and governmental agencies throughout the state.

GOVERNANCE

The governing board of the Community College of Rhode Island is the Board of Governors for Higher Education. Also under the jurisdiction of the board are other state institutions, the University of Rhode Island and Rhode Island College. This board was created on July 1, 1981; previously, governance of all public education in Rhode Island was provided by a single board of regents.

The duties and responsibilities of the Board of Governors for Higher Education are defined in Chapter 59 of the General Laws of Rhode Island. Among the major responsibilities of the board are the following:

- To approve a systematic program of information gathering, processing, and analysis addressed to every level, aspect, and form of higher education in the state, especially as that information relates to current and future educational needs.

- To approve a master plan defining broad goals and objectives for higher education in the state, including a comprehensive capital development program.

- To formulate broad policy to implement the goals and objectives established and adopted by the Board of Governors, to adopt standards and require enforcement, and to exercise general supervision over all public higher education in the state and over independent higher education as provided in the statutes.

- To prepare with the assistance of the commissioner of higher education and to present annually to the state budget officer a state higher education budget that includes, but is not limited to, the budget of the Office of Higher Education and the budget of the state colleges.

- To maintain an Office of Higher Education; to provide for its staffing and organization; and to appoint a commissioner of higher education.

- To appoint and dismiss presidents of the public institutions of higher learning with the assistance of the commissioner of higher education, and with the assistance of the commissioner to approve or disapprove vice presidents appointed by the respective presidents of the public institutions of higher learning.

The Board of Governors consists of 11 members. Eight public members are appointed by the governor of Rhode Island; other members are the chair of the Board of Governors for Elementary and Secondary Education, and the chair or designee of the House Finance Committee. The commissioner of higher education, who is appointed by the board, and the staff of the Office of Higher Education assist the board in the discharge of its responsibilities.

The board holds regularly scheduled meetings by law at least twice in each quarter of each calendar year, and special meetings are also called. On the average, the board meets 16 times each year, and the average length of regular sessions is four and one-half hours. Public board members are persons primarily from the professions and businesses and are selected for their ability to serve the entire needs of the state.

Each public member of the board receives compensation in the amount of $50 for each day of actual service, to a maximum of $3,000 per year. Legislative members receive no payment for their services but are allowed travel and necessary expenses. The public member of the board who is designated by the governor as the chair of the Board of Governors receives $7,500 per year.

The legislation that created the board also provided for the establishment of the Office of Higher Education, which performs research and administrative functions and duties required of the board, and for the appointment of the commissioner of higher education, who serves as the chief administrative officer of the Office of Higher Education. The coordination of public higher education in Rhode Island is the shared responsibility of the board, the Office of Higher Education, and three public institutions of higher education: the Community College of Rhode Island, Rhode Island College, and the University of Rhode Island.

In addition to the general powers and duties of the board described in the previous section, its specific responsibilities include the following:

- To approve the tables of organization at public institutions of higher learning with the assistance of the commissioner of higher education

- To adopt and require standard accounting procedures for the Office of Higher Education and all public colleges and universities

- To create, abolish, and consolidate departments, divisions, programs, and

courses of study within the public colleges and universities with the assistance of the commissioner of higher education

- On or before February 1, to present for review and oversight to the House and Senate finance committees plans for reallocation of appropriate funds

- To otherwise promote maximum efficiency, economy, and cooperation the delivery of public higher educational services in the state and cooperation with independent institutions

In addition to the governance and planning functions of the board, the Postsecondary Education Executive Council, composed of the presidents of the three public institutions of higher education and the commissioner of higher education, meet regularly (not less than 12 times a year). This executive council has the responsibility for developing interinstitutional plans and carrying out cooperative projects that address the future needs of higher education within the state. All recommendations and information gathered at the meetings of the council are forwarded to the Board of Governors for approval or disapproval.

Thus, interinstitutional planning and coordination are ongoing activities. These activities, which determine the role and scope of the community college, are guided by a concern for flexibility, communication, and voluntary cooperation, with confirmation by the board.

The presidency of CCRI is a relatively unique position in that the president serves as the chief executive officer of the three main campuses and the satellites as well as filling the role of state director of community colleges. Along with the daily operating responsibilities for the largest two-year public institution of higher education in New England, the president has primary responsibility for direct interaction with the governing board and the state legislature.

As state director of community colleges, the president functions in the national arena as a member of the National Council of State Directors of Community and Junior Colleges. This role both heightens the president's awareness of national trends and problems affecting community colleges and provides the president an opportunity to represent Rhode Island at the national level.

By policy of the Rhode Island Board of Governors for Higher Education, the presidents of the public institutions have the opportunity for a professional evaluation not less than every three years, or annually at the discretion of the board. Procedures have been developed by the board, including use of the management letter technique, to address issues of performance and/or contract renewal. The evaluation procedures have been designed to fulfill a number of specific purposes:

- Encourage regular dialogue between the president and the board

- Assess the president's past performance on the basis of expectations agreed upon by the president and the board and reflected in the president's management letter

- Form the basis for productive changes and improvements

- Provide the president and the board with a forum for mutually determining future expectations

- Assess the president's abilities to perform in the future

- Provide the board with the information necessary to make decisions about contract renewal, length of contract, special conditions of contract, and/or salary

FINANCE

The budget process at the community college spans a period of 18 months, beginning with the mailing of the budget request forms of department chairpersons/directors in January and ending with the final allocation in June of the next year. Using the parameters established by the union contracts for salary increases, as well as inflationary and rate increase supplied by the State Budget Office for fringe benefits, the Business Office prepares personnel and fringe benefit requests. The president and vice presidents of the college review the requests submitted by the departments; establish priorities regarding personnel, operating, and capital requests; detail new programs; review enrollment projections; and recommend a budget that is within the cap increase imposed by the state legislature.

Revenue for the operation of CCRI is received primarily from tuition and fees, state appropriations, grants, federal scholarships, miscellaneous income from interest, and indirect cost reimbursement. With the exception of some scholarship funds, these revenues are deposited with the state general treasurer.

Generally all supplies and capital items must be purchased in accordance with procedures requiring that all purchases be processed through the State Purchasing Office. All payments for goods, services, and payrolls are processed through the state controller.

Controls are applied by the department chairpersons/directors, the Purchasing Office, the Business Office, and in some cases the divisional vice president(s). Involvement at the vice-presidential level occurs for certain central control accounts, such as capital, travel, and subscriptions, where their prior approval is necessary. Also, turnover and personnel dollar expenditures are reviewed by the vice presidents on a regular basis. All requests for personnel expenditures must have the approval of the appropriate vice president and the vice president for business affairs.

The college must submit to the Board of Governors several times during the year a comprehensive financial review that details actual expenditures made and revenue received during the fiscal year. Year-end projections based on performance at these intervals are presented, and all requests to modify the existing budget must be detailed and approved by the board at these review times.

Budget modifications are also made and presented to the board to accommodate any recisions imposed by the governor of Rhode Island.

An independent audit is conducted annually, and the final figures and findings are reviewed by the commissioner of higher education and the Board of Governors.

Efforts have been made over the years to maintain tuition and fees at a level that ensures that the community college will remain accessible to persons of limited resources. Mandatory tuition and fees for 1990-91 full-time students total $550 per semester.

General education expenditures totalled $39,116 in 1989-90. Tuition and fees generated $10,168, the state appropriation was $27,944, and $1,004 was generated from other sources.

PROGRAMS

The CCRI offers 42 programs for which the associate degree is awarded, as well as eight programs that lead to a certificate. Five different associate degrees are granted according to the

program the student completes:

- Associate in arts—general studies, liberal arts, human services, labor studies, urban affairs.
- Associate in fine arts—art, drama, music, jazz studies.
- Associate in science—science, computer science, business administration, engineering, engineering technology, nursing, office studies, retail management.
- Associate in applied science—chemical technology, electronics, fire science, instrumentation technology, machine design, machine processes, medical laboratory technology, radiography, cardio-respiratory care, dental hygiene.
- Associate in applied science in technical studies—This degree allows students to earn an associate's degree without concentrating in a particular technical field offered by the college. The program is designed to meet the needs of students who want to take technical and general courses for college credit so as to meet the training or retraining demands of current or prospective employers.
- Certificate programs—computer science, dental assistant, practical nursing, secretarial studies, word processing, office studies, phlebotomy.

The majority of these programs provide the first two years of a program, which may be continued by transferring to a four-year institution, but some are considered terminal in that they primarily prepare their graduates for direct entry into the work force. Programs are administered by a department chairperson or by a program coordinator who is a member of a department.

In career field programs, the community college meets the objective of producing an awareness of the range of human experience by the inclusion of general education requirements. These requirements range from 8 percent of the total credits in a certificate program to a maximum of 50 percent in a degree program. Typically, degree programs require that 25 percent of their credits be in general education courses. Between zero and nine of these credits may be free electives, with six credits of free electives typical of most programs.

Community and regional needs are given consideration in program development, particularly in career-oriented programs. Courses are frequently designed to meet specific requests from local industries. In addition, with the increased interest in adult education and lifelong learning, the college has expanded its offerings both on and off campus in the late afternoons, evenings, and on weekends. The recent influx of immigrants into Rhode Island who are not native speakers of English has resulted in the expansion of the English-as-a-Second-Language offering as well.

Continuing education units, which do not carry college credit, are awarded in the areas of nursing and nursing home activities director.

CCRI provides a variety of opportunities for students to learn in nontraditional ways. For example, many of the mathematics courses, including all of the precollege courses (arithmetic and basic algebra), are offered through the mathematics laboratory. Students are provided with a detailed course outline and a basic text and are allowed to proceed through the course at their own pace.

There is also a reading laboratory, which provides service to students who have difficulty with reading comprehension, and a writing laboratory, which provides individualized instruction to students who are deficient in basic writing skills. The Minority Mentor Program provides special assistance to minority students.

In 1979 the Continuing Education Division was abolished as a separate entity. All courses at the main campuses given at times outside of the regular school day (courses beginning after 4 p.m. or on the weekend) became the responsibility of the dean of instruction and are now treated as simply an extension of the regular daytime course offerings. Maintenance of student records is consistent with the daytime programs so that students may take day and/or evening courses without any special concern about recordkeeping.

Selection of faculty and course administration are the responsibility of department chairpersons, regardless of the time or site of credit course offerings. Extended-day courses are equivalent to those offered during the day.

Since the spring of 1979 CCRI has had an outreach program through which courses are offered at off-campus locations under the supervision of the dean of off-campus credit programs. The purpose of this program has been to bring the upward mobility afforded by higher education to populations for whom it would not otherwise be available and to bring state-supported higher education to geographically removed regions.

The outreach program has also been extended to corporations. Through the CCRI Center for Business and Industrial Training, courses have been offered at such companies as Metropolitan Life, Puritan Life, and the Raytheon Corporation, to name a few.

The college has established a 2+2 Tech-Prep Associate Degree Program, a statewide initiative involving 16 high schools and CCRI in a partnership effort to provide an alternative program of study for high school students who are enrolled in general education or vocational programs.

The CCRI Cooperative Education Program offers students enrolled in business administration, computer studies, office administration, and retail management an opportunity to be employed in their field of study while attending college.

Accreditations

Community College of Rhode Island is accredited by the New England Association of Schools and Colleges. Several programs are accredited by specified accrediting agencies.

ENROLLMENT

Enrollment at CCRI totalled 16,623 for the fall 1990 semester. The FTE enrollment was 8,810. This represents a 7.9 percent increase in headcount and a 12.9 percent increase in FTE over fall 1989. Although part-time students far outnumber full-time students, the number of full-time students is increasing. In addition to enrollment in credit courses, over 7,000 students registered for noncredit courses during the 1989-90 academic year.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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South Carolina

by
JAMES R. MORRIS, JR.
Executive Director, State Board for Technical and Comprehensive Education

Founded in 1961, the South Carolina Technical College System is a network of 16 two-year postsecondary technical colleges with the statutory responsibility for supporting the state's economic development efforts through human resource development, technical training, and support services. As a legal entity created by the General Assembly, the Tech System includes all two-year, state-supported, postsecondary institutions except the regional campuses of the University of South Carolina. The Tech System offers more than 150 degree, diploma, and certificate programs, employs approximately 1,500 full-time faculty, and operates with an annual budget in excess of $120 million.

Mission and Goals of System

South Carolina's Technical College System is dedicated to helping individuals fulfill their own worth and potential. Because people represent South Carolina's greatest single resource, Tech is committed to providing a high quality and economically feasible educational system that minimizes geographic, economic, academic, and other barriers to postsecondary education. Tech recognizes that by subscribing to an open-door admissions policy it has an obligation to respond to the needs of each student at his or her level of ability and development. Tech exists to serve both the state and the individual. It meets state needs and supports economic growth by offering industrial services for new and expanding industries and by providing occupational and technical training to the state's population. The Tech System is committed to providing educational opportunities within the geographic and economic reach of South Carolina citizens. Through this comprehensive educational approach, the Tech System fulfills diverse needs for occupational and technical programs, special industrial training programs, adult and continuing education programs, college parallel programs, and community service programs.

HISTORY

An agrarian economy, out-migration of young people, and lack of industry challenged South Carolina leaders in the early 1960s. Then-Gov. Ernest F. Hollings believed South Carolina's chance of solving these problems was in its most valuable resource —people.

Hollings named a joint legislative study committee of three senators and three representatives. The senators were John C. West (chairman), Marshal Parker, and William C. Goldberg. Representatives were Robert E. McNair (vice chairman), Floyd Spence, and Rex L. Carter. The study and subsequent recommendations made by this committee, which later became known as the West Committee, resulted in one of the most significant pieces of legislation in South Carolina's history. The West Committee's specific recommendations regarding technical training (beyond the existing high school programs) fell into two main categories:

- A crash program to provide immediate training for established industries and for relocating or expanding industries

- A postsecondary technical training program to train high school graduates for initial employment as technicians in industry and to offer trade extension courses for people desiring employment in industry or for those people already employed who want to improve their skills

To implement the program it envisioned, the committee recommended that the governor, with the advice and consent of the Senate, appoint seven persons to serve as the Advisory Committee for Technical Training. This advisory committee would be authorized to recommend the employment of personnel, adequate salaries, and reasonable standards for facilities to qualify under the program.

The 1961 General Assembly, guided by the West Committee's recommendation, enacted legislation that authorized the establishment of the South Carolina Advisory Committee for Technical Training. This act provided for eight, rather than seven members. Six of the members were appointed by the governor, each of whom represented one of the state's congressional districts. The state superintendent of education and the director of the State Development Board were ex-officio members. The act provided for the appropriation of an initial budget of $250,000.

The members of the original South Carolina Advisory Committee for Technical Training were: O. Stanley Smith, Jr., Columbia, chairman (District 2); Alvin F. Heinsohn, Charleston (District 1); J. Bonner Manly, Abbeville (District 3); Sapp Funderburk, Greenville (District 4); Clarence Rowland, Camden (District 5); J. Boone Aiken, Florence (District 6); Jesse R. Anderson, superintendent of education; and, Walter W. Harper, director of the State Development Board.

One of the advisory committee's first actions was to appoint A. Wade Martin as coordinator of technical and industrial training. Martin, former administrator of industrial and technical education for the North Carolina Department of Public Instruction, moved immediately to implement the crash program recommended by the West Committee and mandated by the authorizing legislation. Working in consultation with the State Development Board, Martin and the advisory committee planned a program that would be responsive to the needs of industry, have inherent flexibility and ability to act on short notice, and was supported by a centralized equipment depot. John E. "Jack" Riley was hired by Martin to head the Special Schools program, first officed in the Development Board, then moving to the first Tech offices (1321 Pendleton Street) in Columbia.

Once the Special Schools program was underway, Martin and the advisory committee turned their attention to the establishment of the companion program of permanent technical education institutions. The main goal in planning the system was simple and pragmatic — to have a suitable training program available to any South Carolinian who wanted to obtain salable skills.

The Special Schools program continued to work in conjunction with the State Development Board. When an industry indicated that it would locate in South Carolina or expand its existing operation, Special Schools staff would determine training needs, develop instructional materials, set up training sites, hire instructors, recruit trainees from the local population, and train them prior to the plant's opening.

Special Schools, while an integral part of the Tech plan to make South Carolina competitive with other states in attracting more and different kinds of industries, was not intended to provide training for the large numbers of technicians required as replacements or additional employees as industry continued to expand, or for the employees required in the rapidly growing service fields. This was the responsibility of the technical education institutions, which, as Special Schools was doing, were demonstrating the validity of their planners'

concept and the need for their rapid implementation.

The first community to apply for a technical education institution was Greenville County, whose citizens enthusiastically endorsed building a facility. Their application was received and approved by the committee on September 20, 1961. Within a year, Greenville Tech was built and opened its doors to the first students.

By spring 1962 applications had been approved for institutions in Spartanburg, Richland, and Sumter counties, and for the tri-county area of Anderson, Oconee, and Pickens. In the fall of 1963, all four of these schools were educating and training students in newly opened facilities.

During the period of 1964-66, five other facilities opened: Florence-Darlington, 1964; Berkeley-Charleston-Dorchester, 1964; York, 1964; Horry-Marion-Georgetown, 1966; and Piedmont (located in Greenwood), 1966.

In 1969 the General Assembly transferred the administration of the state's three area trade schools, located in Beaufort, Denmark, and West Columbia, to the Tech System. By 1973 construction of new facilities was virtually complete. Orangeburg-Calhoun Tech and Chesterfield-Marlboro Tech opened in 1968, and in 1971 the Williamsburg Regional Manpower Training Center opened in Kingstree. Aiken Tech opened its permanent facilities in 1973, bringing the total number of institutions to 17.

Wade Martin took a year's leave of absence during 1968-69. During that period Thomas E. Barton, Jr., director of Greenville Tech, served as acting executive director. In October 1970, little more than a year after returning to his position, Martin died, ending nearly a decade of inspired and exceptional leadership to the system. Wyman D. Shealy, Tech finance officer, was appointed interim executive director, and the search for a new executive director began.

The advisory committee's search culminated in May 1971 with the appointment of Julio L. Bortolazzo as Tech's fourth executive director. Bortolazzo, former head of several California junior college districts, was internationally recognized as a key figure in the inception and development of that state's community college system; but soon after his South Carolina appointment, Bortolazzo became embroiled in a statewide controversy regarding Tech's role in higher education, particularly in relation to the University of South Carolina's system of branch campuses. It was a vision before its time, but Bortolazzo resigned in August, after only 10 weeks at Tech's helm.

O. Stanley Smith, Jr., chairman of the Technical Training Advisory Committee since 1961, was authorized by the committee as acting executive director during the search that followed. On August 26, 1971, Smith resigned the chairmanship to assume the permanent executive director position. Y.W. Scarborough, Jr., who had been instrumental in guiding the Tech System from its beginning, was faced with the task of continuing the pattern of success that the system had established into a future overshadowed with some uncertainty and a need for critical decisions.

The 1971 General Assembly had directed the South Carolina Commission on Higher Education to conduct a joint study on a proposal to establish a system of community colleges in the state. The report resulting from the study led to the passage of Act 1268 by the 1972 General Assembly, establishing the State Board for Technical and Comprehensive Education and adding two at-large members to the former Advisory Committee for Technical Training, appointed by the governor, to the board membership. The act authorized, at local option and with Tech Board and Commission on Higher Education approval, the addition of first- and second-year college-parallel curricula to technical education institutions. The act also placed under the jurisdiction of the State Tech Board all present and future state-supported two-year postsecondary institutions and their programs, except for the present branches of the University of South Carolina and Clemson University.

Act 1268 represented the General Assembly's response to the state's need for an economic

offering of lower-division college courses at an affordable cost to students and within commuting distance of the population served. Greenville Technical College was the first institution to establish a college-parallel program. Five other schools, Chesterfield-Marlboro, Midlands, Tri-County, Trident, York, and Williamsburg Technical Colleges, received subsequent Tech Board and Commission on Higher Education approval to offer the associate of arts and the associate of science degrees.

In June 1976 the General Assembly passed Act 654, an important piece of legislation because it provided for the Tech area commissions to continue as they were presently constituted. The act also delegated the primary responsibility of local governance and supervision of institutions to the area commissions. Additionally, Act 654 delegated specific authority to the area commissions to adopt rules and regulations for the expenditure of funds; acquire real and personal property for the construction and equipping of institutions; employ the institutional chief administrative officer and other personnel; exercise the right of eminent domain in the geographical area served; apply for, receive, and expend monies from state, local, and federal agencies; maintain accounts of receipts and expenditures in accordance with uniform bodies and to the State Tech Board; and award certificates, diplomas, and associate degrees.

Act 654 also designated all Tech institutional employees as state employees, subject to the regulations and policies of the State Tech Board, the Budget and Control Board, and the state personnel system.

Having piloted Tech through a critical and often stormy period, Stan Smith resigned in 1973 to return to private business. In September 1973 Charles E. Palmer, associate executive director, was appointed Tech's sixth executive director.

Berkeley-Chaleston-Dorcester Tech and Palmer College merged on July 1, 1973 to form the two-campus Trident Technical College, and Columbia Tech became Midlands Technical College with three campuses. In December 1979 Denmark Technical Education Center was accredited and changed its name to Denmark Technical College. This completed the system of 16 technical colleges and is the present structure of technical education in South Carolina.

Charles Palmer resigned as executive director in June 1976 to accept a position out of state, and Associate Director G. William Dudley, Jr. was named interim executive director. Dudley became the Tech Board's seventh director in December 1976 and served in that capacity for nearly 10 years. On June 1, 1986 Dr. James R. Morris, Jr. became the eighth executive director of the State Board for Technical and Comprehensive Education.

As a result of a cooperative effort among the State Tech Board, Clemson University, and the University of South Carolina (USC), the National Institute of Standards and Technology awarded the state of South Carolina a major grant in December 1988 to establish an advanced technology transfer center. It was one of only three such awards in the country. Called the Southeast Manufacturing Technology Center (SMTC), it includes three major support groups: the Small Business Development Center in the College of Business Administration at USC; the CAM Center at Clemson; and Tech's CIM Consortium. The SMTC links southeastern manufacturing, particularly small and mid-size companies, with technology solutions through accelerated technology transfer from research facilities and national laboratories.

South Carolina's Technical College System has grown considerably in its three decades of service. All 16 institutions have developed as two-year comprehensive collegiate institutions, accredited by the Southern Association of Colleges and Schools and required to maintain the standards promulgated by the Commission on Colleges of this accrediting body. On November 2, 1989 the state Commission on Higher Education approved associate in arts and associate in science degree programs at the nine technical colleges that were not previously authorized to do so by Act 1268 of the 1972 General Assembly. Full implementation of the A.A./A.S. degree programs began in September 1990.

Applications of high technology give the system a competitive advantage. State-of-the-art training resource centers complement the system. Established to meet the changing needs of educators, industrialists, and students, they include robotics, applied microelectronics, natural resources, computer applications, electromechanical maintenance, modern office, advanced machine tool, and tourism.

Recognized for excellence by industrialized countries around the world, South Carolina's technical colleges are becoming the institutions of choice among students and a source of pride for all South Carolinians.

GOVERNANCE

The State Board consists of 12 members, six of whom are appointed by the governor, one from each Congressional district, with the advice and consent of the legislative delegations of the Congressional districts involved. Four members are appointed at large by the governor, one of whom must be experienced in policy development of secondary vocational education and adult basic and adult vocational education, and one of whom must be experienced in policy development of federal job training programs. South Carolina's superintendent of education and the director of the State Development Board serve as ex-officio members of the board.

State Board officers include the chair, vice chair, and any other elected positions deemed necessary to fulfill its responsibilities. Officers are elected annually by the affirmative vote of the majority of the entire board at the final meeting of the fiscal year. Terms commence July 1. The chair appoints a nominating committee of at least three board members 30 days prior to election. The committee recommends a slate of officers for consideration by the board. Additional nominations may be received from members, and all members are eligible to be officers.

Regular meetings of the board are held on the fourth Wednesday of each month. Standing committees meet upon the call of the committee chairman. Special meetings may be called by the board chairman or by a majority of members.

The duties of the State Board are to assure high quality postsecondary associate degree, diploma, certificate programs, and noncredit occupational programs and activities; to assure educational and financial accountability; to provide training for prospective employees for new and expanding businesses and industries; and to coordinate all appropriate activities with state, federal, and other agencies.

Within the applicable laws and State Board policies, local colleges have the authority to implement approved programs; employ personnel; establish and enforce local operational policies and procedures; expend funds; seek out and apply for funds from local, state, and federal government agencies that will aid in meeting the goals of the technical college; cooperate with local school boards and agencies; provide for supervision and maintenance of all institutional facilities; acquire appropriate land and construct the physical facilities; accept gifts, grants, donations, and bequests; borrow funds in the manner authorized and within the limitations of enabling legislation; and take such direct actions as are deemed essential for the successful operation of the technical college.

FISCAL

Funding sources and percentage shares for unrestricted operations for the state Board for Technical and Comprehensive Education, FY 1990-91, are as follows:

Current Unrestricted Funds	Amount	Percentage
State Appropriations	$114,497,222	59.46%
Federal Funds	1,468,272	.76%
Student Fees	33,799,887	17.55%
County Appropriations	18,668,457	9.69%
Auxiliary Enterprises	16,908,307	8.78%
Other	7,236,369	3.76%
	$192,578,514	100.00%

It should be noted that of the $114,497,222 state appropriation, $100,137,279 was allocated to the 16 colleges as operating allocation and $5,021,007 was used for state-procured equipment.

Restricted funds expended by the Tech System are as follows:

Current Restricted Funds	
Federal	$ 31,728,281
Other	724,645
	$ 32,452,926

Included in the $32,452,926 figure is $15,556,322 in student financial aid, and included in the $724,645 amount is $410,675 in private sector scholarships.

The appropriation formula for technical education provides for consistent assessment of adequate resource requirements from state general fund appropriations for supporting the operations of South Carolina's technical colleges in a uniform and equitable manner.

I. *Student Credit Hours*

A. Plan Development - FY Budget Request

(1) Continuing Operations
Use the student credit hours projected by academic discipline for the fall quarter. (Fall projection is limited to actual prior fall.)

(2) Enrollment Growth (Schedule of Additional Increases)
Project the anticipated increase in enrollment in terms of the academic discipline credits that will be carried in the fall quarter.

(3) New Programs (Schedule of Additional Increases)
Project the anticipated enrollment in new programs in terms of the academic discipline credits that will be carried in the fall quarter.

B. Funding Allocation

Project the anticipated enrollment for existing and new programs for the fall quarter in terms of the academic discipline credits, [Same as I-A(1)]. (The average of the three prior years' audited fall enrollment will be used for distribution of funds available at some percentage of formula.)

II. *Continuing Education Contact Hours*

A. Plan Development - FY Budget Request

(1) Continuing Operations
Use student contact hours projected for annual production during the fiscal year.

B. Funding Allocation

Project the anticipated enrollment for existing and new programs for the fall quarter in terms of the academic discipline credits, [Same as I-A(1)]. (The average of the three prior years' audited fall enrollment will be used for distribution of funds available at some percentage of formula.)

III. *Community Service Programs*

Community Service Programs are required by policy to be self-supporting; therefore, a computation to determine state funding is not required. An estimate of participants, budget, and revenues will be required for the planning and detail budget documents.

IV. *FTE (Full-Time Equivalent) Students*

A. Credit Programs

(1) Divide the credit hours of each discipline derived in I by the ratio of the prior year's fall quarter credits divided by 15 to prior year's annual credits divided by 45, unique to each college, to annualize the fall quarter credits to provide for credits earned in the summer quarter and incorporate the effects of attrition and open-entry during winter and spring quarters. (For allocations, the concurrent annualization of each of the three years is to be used.)

(2) Divide the results of IV-A(1) by 15 to produce FTE by academic discipline.

B. Continuing Education Programs

Multiply the contact hours derived in II by the Table I Contact Hour to FTE Conversion Ratio. (1 Annual Contact Hour : 11 Weeks/Quarter : most currentactual ratio of Contact Hours/Week/Credit systemwide : 45 Annual Quarter Credits/FTE) to produce Continuing Education FTE. (For allocations, the concurrent ration for each of the three years is to be used.)

V. *FTE Teaching Faculty*

Using the sum of credit program and continuing education program FTE derived in Step IV, refer to the appropriate college size (FTE range) in the Reference Table for Formula Funding (Table I). For each academic discipline and continuing

education divide the Step IV FTE by the reference formula ration of FTE students to FTE instructors. The resulting division represents the number of FTE instructors required to support the FTE students for each academic discipline and continuing education.

VI. *Instruction*

A. Multiply the sum of the FTE instructors in the credit disciplines by the salary rate indicated in Table I below the credit disciplines to derive the cost of teaching faculty programs.

B. Multiply the FTE instructors computed for continuing education by the salary rate indicated in Table I below the continuing education ratio to derive

Table I
State Board for Technical and Comprehensive Education

Reference Table for Formula Funding FY 89-90

		Formula Ratio of FTE Students to FTE Instructors by College Size		
	Academic Discipline Area	@200 FTE	201-1300 FTE *	1301-9999FTE
01	Agriculture & Natural Resources	8	V	12
04	Biological Sciences	13	V	18
05	Business & Management	13	V	19
06	Communications	9	V	13
07	Computer & Information Sciences	13	V	18
08	Education	12	V	17
09	Engineering Technology	10	V	15
10	Fine & Applied Arts	8	V	12
11	Foreign Languages	12	V	17
12	Allied Health Services Technology	5	V	7
14	Law	14	V	20
15	Letters	12	V	17
17	Mathematics	13	V	19
19	Physical Sciences	12	V	17
20	Psychology	17	V	24
21	Public Affairs & Services	14	V	20
22	Social Sciences	13	V	18
23	Inter-Disciplinary Studies	13	V	18
24	Developmental Studies	9	V	14
49	Integrated Science	14	V	20
50	Business & Commerce Tech.	10	V	15
52	Health & Paramedical Serv. Tech.	5	V	7
53	Mechanical & Engineering Tech.	10	V	15
54	Natural Science Technologies	10	V	15
55	Public Service-Related Tech.	10	V	15
	Salary Rate	$29,602	$29,602	$29,602
60	Continuing Tech. Educ. Programs	15	V	15
	CEP Salary Rate	$14,801	$14,801	$14,801
Contact Hour to FTE Conversion Factor		.0014890	.0014980	.0014980
Inditrect Cost Unit Rate Formula:		FTE $(5 \frac{6400}{\sqrt{FTE}})$		
Student Fee Deduction %		14.10%	14.10%	14.10%

* "V" represents a variable ratio based on the proportionate relationship of FTE to be funded between lower and upper ranges (interpolation).

the cost of teaching faculty in continuing education. The sum of VI-A&B represents the base direct teaching faculty cost.

VII. *Indirect Cost (Exclusive of Plant Maintenance and Operations)*

A. Sum the FTE students for credit and continuing education programs derived in Step IV and apply the sum to the Indirect Cost Unit Rate Formula in Table I.

B. The Indirect Cost Unit Rate Formula is to be derived from the best curve relationship of the state-funded indirect cost categories represented by the median Level I expenditures per FTE in the most current Southern Association of Colleges and Schools' publication, *Educational and General Expenditures of Member Institutions.* The curve function is to be adjusted from the base year of the data to the fiscal year to be funded based on the relationship of two years current trend in the published data.

VIII. *Plant Maintenance and Operations*

With the exception of Denmark Technical College and Technical College of the Lowcountry, policy requires that plant maintenance and operations cost be supported by local funds (county funds and add-on student fees within the maximum to the extent county funds are deficient). Therefore, plant costs do not need to be calculated to determine state funding. For the purpose of compiling the planning and detail budget documents, a separate budget estimate will be required. (Denmark Technical College and Technical College of the Lowcountry are exempted by statute from the local support requirement.) The allocation of Denmark Technical College and Technical College of the Lowcountry will be determined as follows: the allocation will be 100 percent of the expenses incurred for operation and maintenance of plant during the preceding year plus an adjustment for utilities cost based on the experienced inflation rate of utilities for the preceding year. (Limited to Prior Year Actual until funding is at 100 percent of formula.)

IX. *Student Fees Adjustment*

The deduction for student fees is to be based on the system average ratio of student fees, adjusted for plant maintenance county funding deficiencies, to total unrestricted operating expenses less plan maintenance and operations and auxiliary enterprises for the most current audited fiscal year applied to the sum of formula computation VI and VII-C.

X. *State Base Allocation*

Sum the results of VI and VII-C (and VIII, if Denmark or Technical College of the Lowcountry) and subtract the sum of IX to derive the state base allocation.

XI. *Actual Allocation*

Average the change in available funds percent applied to the difference between current state base allocation and prior year allocation plus prior year allocation with formula funds percent available applied to state base allocations

to derive current actual allocation.

XII. *State Employer Contributions*

Determine the personal service element to be paid from the actual allocation (XI) as to number of positions, dollar amount, permanent full benefits, and temporary partial benefits. Compute state employer contributions required consistent with the published percentages and health insurance rates.

XIII. *State Allocation*

The sum of the actual allocation (XI) and state employer contributions (XII) constitutes the allocation of state funds. Legislated salary adjustments and related fringes are to be additional allocations consistent with the basis of appropriation.

XIV. *Unique Costs*

Funding to provide for unique costs and to respond to differences which exist among institutions because of different roles and missions, which are not provided for in previous steps, may be requested. Items included should be of such nature as to require subjective analysis and judgement. When requests for such items are included, they must be subjectively justified (to include how the item is unique, special, or not included in previous components of the formula) and specific amounts of costs by program must be detailed as to personnel services and other operating expenses.

XV. *Equipment*

A. Five-Year Plan Development

Equipment will be requested based on actual assessment of need. The equipment request is to include only equipment for which no other fund source has been identified. The equipment request will be developed according to the following categories:

1. Replacement of obsolete or unserviceable equipment
2. Equipment for new programs identified by program
3. Equipment for incremental growth in enrollment
4. Equipment for new facilities identified by facility and square footage (not previously identified in the three categories above)
5. Library books and materials

The equipment request will be summarized and institutionwide priorities determined. The priorities will be scheduled as to total dollar amount distributed by priority over a minimum of six priority levels. The first priority will address the most important needs.

The assessment of equipment need will be documented by detailed prioritized lists of equipment with price estimates retained in the college files.

B. Funding Allocation

The equipment allocation will be based on the ratio of the individual college actual allocation (XI) to the total system actual allocation applied to available equipment funds.

PROGRAMS

Approval Process

Associate degree programs must be approved by the local area commission, the State Tech Board, and the South Carolina Commission on Higher Education. The one-year diploma programs must be approved by the local area commission and the State Tech Board. Academic certificates (less than one year) must be approved by the local area commission.

Types

There are several program types in the Tech System. These are: unrestricted programs, which include student objectives of associate degree, diploma, certificate, and career development; continuing education, which includes occupational upgrading, apprenticeship, industrial, sponsored occupational upgrading, and adult education; secondary vocational education—community services, which include personal enrichment, conferences, workshops, institutes, and symposia; and restricted programs, which include Special Schools, contracted adult literacy, and employment training.

Diploma and Degree Requirements

Associate degree programs shall be organized to conform to systemwide models developed jointly by the state office and institutional staff. Compliance with the models shall ensure minimum standardization of associate degree programs within the technical college system. The models shall require associate degree programs to be organized in four sections: general education; technology/discipline major; required supporting courses; and a minimum of two elective courses to be selected by the student. The range of quarter-hour credits shall be 105-143. Degree programs are subject to the annual program evaluation conducted by the State Tech Board staff.

The technical diploma programs shall be organized to conform to systemwide models developed jointly by the state office and institutional staff to ensure minimum standardization. The models shall require diploma programs to be organized into three sections: general education; technical/discipline major; and required support courses. The range of quarter hour credits shall be 60-78. Diploma programs are also subject to the State Tech Board staff's annual evaluation.

The technical certificate is an organized program of studies that does not require a systemwide model. Each program shall be designed for a specific purpose by each college. The purpose and design of each program shall be reported to the State Tech Board staff. The range of quarter-hour credits shall be 12-60.

ENROLLMENT

Definitions

South Carolina's Technical College System offers a broad range of educational programs

and services designed to support the state's economic development efforts. All 16 of the colleges offer postsecondary curricular programs leading to an associate degree, diploma, or certificate. Additionally, all of the technical colleges provide college transfer credit through the associate in arts/associate in sciences degrees.

In response to industrial training and occupational upgrading needs, the Technical College System offers CEU-generating continuing education programs. To support the specialized training requirements of new and expanding industry in South Carolina, the State Tech Board provides customized, tailored training programs through its award-winning and internationally renowned Special Schools program. The program was the national recipient of the prestigious Keeping America Working award, presented by the President of the United States.

The South Carolina State Board for Technical and Comprehensive Education is the administrative and training designee in the state for programs authorized under the Job Training Partnership Act and the Governor's Initiative for Workforce Excellence. And, in meeting their respective community needs, South Carolina's technical colleges also offer a comprehensive array of non-state-funded self-supporting community interest/avocational programs.

Patterns by Programs

For the 1991 fall quarter South Carolina's Technical College System enrolled 50,172 students in degree, diploma, and certificate programs. On a quarter-credit-hour basis, this represented 36,890 full-time equivalent students. Fifty-one percent of these students were enrolled full-time, 60 percent were women, approximately 100,000 students were enrolled in industrial and occupational upgrading programs, and 30,000 were enrolled in community interest/avocational programs.

Historical Trends

Consistent with the national two-year college trends, South Carolina's Technical College System continues to experience a shift from full-time to part-time enrollment as more nontraditional students avail themselves of postsecondary educational opportunities. Since 1980, the Tech System has seen the full-time equivalent enrollment shift from almost 60 percent of the curricula program total to slightly less than 51 percent (in 1991). Along with the shift to part-time enrollment, Tech has experienced a continued decline in veteran enrollment and, as a result, a decline in male enrollment. As women continue to enter the labor force, female enrollments have increased from 16,205 in 1980 to more than 30,000 in 1991, from 45 percent of the system's credit enrollment to almost 60 percent.

During the same period, enrollment (fall quarter headcount) in curricular programs has grown tremendously, ranging from 35,753 students in 1980 to 50,172 enrolled in 1991, an increase of approximately 41 percent. At the same time, enrollment in continuing education has increased steadily to a current annual level of 100,644 students.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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Columbia, South Carolina 29210
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SOUTH DAKOTA

by
BEN E. FOUNTAIN

South Dakota has no state-supported two-year public community colleges. There are four vocational-technical institutions that offer associate of applied science degrees. The institutes are operated by local school districts. In addition, two-year programs are offered by five of the six state-supported universities.

REFERENCES

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FOR ADDITIONAL INFORMATION CALL OR WRITE

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TENNESSEE

by
LINDA A. DORAN
Assistant Vice Chancellor for Academic Affairs
Tennessee Board of Regents

SUMMARY

The State University and Community College System of Tennessee is composed of six universities, 12 community colleges, two technical institutes, and 26 area vocational technical colleges.

HISTORY

The State Board of Regents was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. The member institutions of the system were the state universities and community college formerly governed by the State Board of Education. In 1982 the General Assembly transferred the technical institutes and area vocational-technical schools to the system.

GOVERNANCE

The composition and powers of the State Board of Regents are set forth in the Tennessee Code Annotated 49-8-201 through 49-8-203. The board consists of 18 members: 12 lay citizens appointed for nine-year terms by the governor from each congressional district and grand division of the state; one student appointed for a one-year term by the governor from among the system institutions; one statutory member, the immediate past commissioner of education at the time the board was created; and four ex-officio members — the governor, commissioner of education, commissioner of agriculture, and executive director of the Tennessee Higher Education Commission, who is a nonvoting member.

The board is responsible for assuring lay and public direction in postsecondary education. Members serve without compensation and meet at least four times per year in regular session; called sessions are convened occasionally for special purposes. As a legislative entity, the purpose of the board is to govern and manage the system. It is empowered to employ the system chancellor and define his or her duties; select and employ presidents of the institutions; confer tenure and approve promotion in rank of system faculty; prescribe curricula and requirements for diplomas and degrees; approve the operating and capital budgets of each institution and otherwise set policies for their fiscal affairs; establish policies and regulations regarding the campus life of the institutions; and assume general responsibility for the operations of the institutions while delegating specifically to the presidents such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and programs.

The board's policies and practices reflect decentralized decision making and operations. Standardized policies are established to ensure institutional accountability and effectiveness, while campus prerogatives are preserved to promote unique qualities and community relationships at each of the system institutions.

The board maintains a strong committee structure through which all policies and other significant considerations are deliberated. Board members, as well as student and faculty representatives from the institutions, serve on these major committees: Academic Policies and Programs, Finance and Business Operations, Personnel, Student Life, and Vocational Education. Additional committees are established on an ad hoc basis to address special concerns.

The chancellor is the chief executive of the system and is empowered to act on behalf of the board. The chancellor and his staff serve at the pleasure of the board and perform those duties prescribed by the board. As the board staff, they ensure implementation of board policies and directives, initiate and conduct studies, serve as liaison between the institutions and other state offices, provide certain centralized services, and provide leadership in the management of the system.

The board subscribes to a concept of strong presidencies in which the president is the chief executive officer of the institution with broadly delegated responsibilities for all facets of campus management and operations. The president serves at the pleasure of the board, reports to the board through the chancellor, and is the official medium of communication between the campus community and the chancellor. Students, faculty, and staff share responsibilities in campus governance.

The policies through which the board implements its statutory responsibilities for governance and management of the system establish both standards for consistency among the institutions and defined parameters to promote institutional flexibility and discretion. To ensure appropriate participation in the consideration of proposed board policies and systemwide decisions, all such matters are reviewed by a structure of system sub-councils, the presidents as a council, the board staff, and a board committee prior to their consideration by the board.

ENROLLMENT

Headcount enrollment for fall 1990 totaled 64,467 for the 14 two-year institutions. Full-time equivalence for the same period totaled nearly 38,641. Academic year headcount enrollments increased 13 percent at the two-year institutions.

The average age of students enrolling in the fall 1990 was 28. Of the students enrolling at community and technical colleges, 51 percent were 25 years of age or older. The majority of students are part-time enrollees (59 percent), and 58 percent of the enrollees were women.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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TEXAS

by
DALE F. CAMPBELL
Assistant Commissioner
and
LUTHER W. THOMPSON, JR.
Associate Director

SUMMARY

Texas has 49 community college districts with 67 campuses and one technical institute with four separate campuses. Lamar University campuses at Orange, Port Arthur, and Beaumont are also classified as community colleges since they offer associate in applied science degrees.

The Community Colleges and Technical Institutes Division of the Texas Higher Education Coordinating Board was established in September 1985 to coordinate oversight of these institutions. Local boards of trustees and regents govern the institutions and are responsible for all administrative functions; however, they operate within the policies and guidelines set by the Coordinating Board.

Community college governing boards have seven to nine members elected by voters within the college district. The board of regents for the Texas State Technical Institute consists of nine members appointed by the governor.

Mission and Goals of System

Texas' public community colleges are two-year institutions offering technical, vocational, and academic courses for associate degrees and certification in local taxing districts and service areas. Continuing education, developmental education consistent with open-admission policies, and counseling and guidance programs are provided as well.

The Texas State Technical Institute serves the state by offering highly specialized technical and vocational certification and degree programs that do not duplicate programs offered by public community colleges. Primary consideration is placed on emerging technology and manpower needs of the state. Each Texas State Technical Institute campus emphasizes excellence in instruction and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, is encouraged. Funding for research comes from private sources, competitively acquired sources, and appropriated public funding.

HISTORY

For the most part, the early community college in Texas began with the addition of grades 13 and 14 in a few public school systems. The chief administrators were known as deans, with the superintendent of schools acting as the ex-officio president. The first community college statute, Article 2815-H, was passed by the 41st Texas Legislature in 1929.

In 1949 the 51st Legislature created the Legislative Council and directed it to study and report on the "junior college issue." At the time, public community colleges had operated with no state-level oversight. As a result of the council's study, public community colleges were placed under the general control of the State Board of Education.

House Bill 1, enacted by the legislature in 1965, created the Coordinating Board, Texas

College and University System. Community colleges, as they were becoming known, were placed under the "general control" of the Coordinating Board, but state-level administration of technical and vocational education programs continued to be the responsibility of the State Board of Education and the Texas Education Agency.

In 1975 the 64th Legislature passed enabling legislation authorizing the State Board of Education to contract with the Coordinating Board for state-level administration of postsecondary technical and vocational education programs in public institutions of higher education. For nearly a decade, community colleges stilled any moves to transfer this function to the Coordinating Board.

In 1985 the 69th Legislature gave three more important responsibilities to the Coordinating Board. Authority over technical and vocational education programs at public community colleges and the Texas State Technical Institute (TSTI) was transferred from the Texas Education Agency to the Coordinating Board. The Coordinating Board was also given degree and facility approval authority over TSTI.

For the Coordinating Board, the most significant event from the 70th Legislature was enactment into law of recommendations made by the Select Committee on Higher Education. The legislature directed the board to establish a basic skills testing program for all entering college freshmen at public institutions of higher education, gave authority to set enrollment limits for universities, created four major research programs to be administered by the board, directed the Coordinating Board to develop a statewide higher education telecommunications network, changed the board's name to the Texas Higher Education Coordinating Board, and authorized the board to undertake a range of other responsibilities.

In 1989 the 71st Legislature directed the Coordinating Board, in partnership with other agencies, to: develop a five-year strategic plan for comprehensive literacy efforts; develop an integrated education and training delivery system through regional planning for a quality work force; and develop guidelines for coordinating the regulation of proprietary schools. The board reported its progress to the 72nd Legislature in 1991.

GOVERNANCE

State-Level Board

When the Texas Higher Education Coordinating Board was created in 1965, it was charged with achieving "excellence for college education" for the people of Texas through the unified development of the Texas system of higher education; efficient and effective use of all resources; elimination of costly duplication in program offerings, facilities, and physical plants; and advocacy for adequate resources for the institutions to realize their full potential to educate.

The board consists of 18 members from across the state, appointed for six-year terms by the governor with the advice and consent of the Senate. The governor designates the chair and the vice chair. No member of the Coordinating Board may be employed professionally for renumeration in the field of education or serve on a community college board.

The Texas Higher Education Coordinating Board is required to meet quarterly in Austin in January, April, July, and October. The board may also meet at the call of the chair. Board members serve without pay, but may be reimbursed for expenses resulting from related work approved by the chair.

While the board has responsibility for coordinating the system of higher education in Texas and advising the governor and legislature on statewide needs, responsibility for the planning and development of individual public colleges and universities is carried by local administrators and governing boards.

Texas has 37 public universities and centers, including several upper-level universities, two upper-level centers, two lower- division centers, and a special marine science institute; 49 public community college districts with 67 campuses; one technical institute with four campuses; eight medical schools and health science centers; two dental schools; and other allied health and nursing units.

In Texas there are another 37 private senior colleges and universities, three private community colleges, one private medical school, and one private dental school.

The Texas Higher Education Coordinating Board may authorize an election to establish a community college district if certain conditions have been met and it is feasible and desirable to establish the proposed district. If the Coordinating Board authorizes the election, voters in the proposed district must approve or disapprove its creation, elect trustees, and decide bond and tax questions. A community college established by an independent or city school district may be governed, administered, and controlled by and under the direction of the board of trustees of that independent or city school district. In other types of districts, the original trustees are elected at the same election at which the creation of the district is determined.

State Department

The legislature has delegated increased administrative responsibility to the Coordinating Board since its creation in 1965. This work is carried out in eight divisions: financial planning; universities and health affairs; research programs; community colleges and technical institutes; student services; educational opportunity planning; administration; and the deputy commissioner's office, which oversees campus planning, resident physician programs, public information, and legislative activities.

The assistant commissioner for community colleges and technical institutes has direct supervisory responsibilities for 27 professional and technical staff who provide statewide leadership, coordination, and consultation. This staff also gathers data for reports, planning, and accountability in all areas of public community college and technical institute operations.

For the fiscal year ending Aug. 1, 1990, the Coordinating Board employed 220 staff members in Austin. The board has no branch offices.

FISCAL

Funding Sources

Public community colleges in Texas are funded from four major sources: the local property tax; the state; student tuition and fees; and the federal government. The contribution of local tax payers to cover operating costs varies widely from one institution to another.

For the fiscal year ending Aug. 31, 1988, 22 percent of operating income came from local property taxes, 50 percent from state appropriations, 21 percent from students, and 7 percent from federal sources.

State appropriations for public community colleges have grown substantially over the past five decades. This growth can be attributed to an increase in the number of colleges, an unprecedented growth in enrollment, and increased state support.

Total legislative appropriations in 1941 were $325,000, or $50 per student for 6,500 full-time student equivalents (FTSE). By 1990 legislative appropriations totaled $512,063,744, or $1,377 each for 371,904 students. The number of college districts increased from 22 in 1941 to 49 in 1990.

Funding Methods or Formulas

State appropriations are provided through formulas developed by the Coordinating Board. The appropriations are to provide partial state support for educational and general operations, but not the physical plants of the institutions. Local funds must be used for maintenance and operation of the physical plant. Local funds may also be used to supplement the educational program.

The formulas established a rate per base period (12 months) contact hour for each of 18 general academic programs and 39 technical and vocational education programs and are based on a study of the most recent fiscal year expenditures for all institutions. The study is conducted in conjunction with an advisory committee of community college representatives. Statewide median costs per contact hour for each of the program areas are used to determine the recommended formula rates. All programs funded in the formula are approved by the Coordinating Board.

The community colleges are required to use the designated formulas in preparing their legislative appropriations requests for each biennium. Although the legislature may not appropriate funds at the recommended level, the formula is the mechanism for allocating the appropriated funds. State funds are distributed upon submission of actual enrollments and contact hours during the biennium. Reimbursements may not exceed the base year enrollment appropriation.

Standard Tuition and Fee Charges or Ranges

For 1990-91, a full-time resident student will pay $186 to $2,022 in tuition and fees. A nonresident student will pay $610 to $3,644.

PROGRAMS

Assessment

New students taking courses at Texas public institutions of higher education must take the Texas Academic Skills Program (TASP) test before they complete nine hours of college-level coursework. Students who need help in reading, writing, or mathematics skills are placed in remediation to help them develop the skills they need to do college-level work.

Approval Process

Technical and vocational education programs in Texas' community colleges and technical institutes are approved through a process determined by their nature and format. Prior to being implemented, programs receiving state funds must be approved by the local governing board and then by the Coordinating Board. Once received by the Coordinating Board, each proposed new technical and vocational education program is routed to an appropriate program director for initial staff review. At a formal new program review individuals from the requesting institution come to the Coordinating Board offices to present the program being proposed though a discussion of the following issues: (1) demonstrated need in the community being served, (2) availability of employment opportunities for graduates, (3) a satisfactory and ongoing number of persons for the applicant pool, (4) the institution's fiscal and physical ability to support the program, (5) availability of adequately prepared faculty, and (6) necessary equipment for program implementation. In addition, institutions providing lower-

division general academic transfer, compensatory, and developmental courses funded by the state must submit course requests to the Coordinating Board for staff review.

Technical and vocational education programs that lead to a certificate in a technical and vocational education discipline are approved by the Commissioner of Higher Education upon the recommendation of the new program review committee and approval by the Coordinating Board. Proposals for technical and vocational education programs at the associate degree level are approved by the Coordinating Board at one of its quarterly meetings.

Types

Community colleges offer associate degree programs designed to allow transfer to senior colleges and universities, technical and vocational education programs at the certificate and associate in applied science degree levels, and adult basic education programs that allow students to earn high school equivalency status. Adult and continuing education courses, which are usually short-term and intensive, provide for initial entry into certain work situations as well as for retraining and upgrading for persons already employed. Two-plus-two programs and tech-prep programs are available in conjunction with secondary institutions. Linkages with other community resources, such as business and industry, job training centers, and other agencies, are supported and encouraged. Texas guidelines require that where state or national accreditation is appropriate and/or required, technical and vocational education programs in these areas will be developed in compliance with the minimum standards established by those accrediting bodies.

Diploma and Degree Requirements

In addition to satisfactory completion of the core curriculum in a technical and vocational education program, a minimum of 15 hours in required general education courses must include coursework in the humanities or fine arts, mathematics or science, and behavioral or social sciences. Written and oral communication skills and computer literacy are also required of students who earn a degree.

ENROLLMENT

Definitions

Enrollment: (1) the number of students in a given place at a specific time (e.g. 12th class day enrollments), and (2) the number of credit hours reported for these same students.

Headcount enrollment: the number of students attending a school. (1) A standard FTSE factor has not been developed for community colleges. (2) Headcount enrollments in public community colleges include only students enrolled in semester-length courses. Headcount enrollments in public technical institutes include only students enrolled in quarter-length courses. (3) The FTSE factor is primarily associated with the general academic senior institutions only and is derived from a semester credit hour system.

Historical Trends

Texas began the decade of the 1990s with 371,904 students in its 49 public community college districts and 8,320 students in its four public technical institutes. Because Lamar University campuses report as community colleges, their enrollment data are reflected in the

total for community colleges.

The largest community college district — Dallas County Community College District — enrolled 53,085 students in fall 1990. The smallest community college district — Ranger Junior College — had a fall 1990 enrollment of 726 students.

Two of the oldest colleges in Texas are Weatherford College and Blinn College, both founded in the mid-1800s. The newest are Collin County Community College District and Northeast Texas Community College, established in 1985.

Texas is implementing its Master Plan for Vocational and Technical Education, a five-year plan to restructure its delivery system for technical and vocational education programs. It calls for linking with regional economic needs, incorporating the tech-prep concept, and eliminating duplication of effort by using a regional planning concept called Quality Work Force Planning.

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UTAH

by
DON A. CARPENTER
Associate Commissioner for Planning and
State Director of Community Colleges

SUMMARY

Utah has five public community colleges included in the Utah System of Higher Education, which is governed by a State Board of Regents assisted by local institutional councils. The system also includes two major research universities and two metropolitan or regional universities with limited graduate programs.

GOVERNANCE

The governance structure for Utah higher education was established by the Utah Higher Education Act of 1969, which established the State Board of Regents, delegated certain powers to local institutional councils, and abolished the coordinating council and local boards of trustees. The Board of Regents was established by the state legislature to afford Utah's citizenry "a more efficient and more economical system of high quality public higher education through centralized direction and master planning providing for avoidance of unnecessary duplication within the system, for the systematic and orderly development of facilities and quality programs, for coordination and consolidation, and for systematic development of the role or roles of each institution" consistent with its historical heritage and tradition.

The State Board of Regents consists of 16 members, appointed by the governor to fill staggered six-year terms, with the exception of a student regent who serves for one year. Not more than eight members are appointed from one political party, and persons are selected from the state at large, with due consideration for geographical representation. Official meetings of the board are normally held monthly, with the Council of Presidents assembling between board meetings to coordinate and resolve issues and plan the upcoming regent agenda with the commissioner of higher education.

The regents also coordinate issues of common interest with the nine-member elected-state Board of Education through a Joint Liaison Committee, which meets monthly. The Liaison Committee consists of three regents, three members of the State Board, the commissioner of higher education, and the state superintendent of public instruction. Vocational-technical education, teacher education, concurrent enrollment, telecommunications, articulation, and legislative issues are major topics of discussion.

HISTORY

Snow College is the oldest community college in Utah and one of the oldest in the country. Founded in 1888 by the Church of Jesus Christ of Latter-day Saints (Mormon) as Sanpete Stake Academy in rural central Utah (eight years before Utah was admitted into the Union), it became Snow Academy in 1900, Snow Normal College in 1917, and Snow Junior College in 1922. In 1933 the institution came under state control and from 1951 until 1970 was operated as a branch

of Utah State University. Snow College is now a comprehensive community college offering a broad range of general/liberal education, vocational/technical training, distance education, community services, and vital student support programs.

Dixie College, founded by the LDS Church as St. George Stake Academy in 1911 (nicknamed Dixie Academy), became Dixie Junior College in 1923 and Dixie College in 1970. When the Civil War threatened a shortage of cotton goods in the West, Brigham Young, the "Mormon Colonizer," sent 300 families to southwestern Utah to raise cotton and build a factory for manufacturing cloth. The combination of semi-tropical climate and cotton raising caused early settlers to refer to the area as Utah's Dixie—hence the name Dixie College. The college was turned over to state control in 1933, was governed for many years by the State Board of Education, and became part of the Utah System of Higher Education under the State Board of Regents in 1970. Dixie College's mission is that of a comprehensive community college, addressing area needs for vocational-technical training, transfer and general education, continuing education, student services, and placement.

The College of Eastern Utah (CEU), established in 1937 as Carbon College in Utah's rich coal-mining region, was governed by the State Board of Education and later operated as a branch of the University of Utah before joining the Utah System of Higher Education under governance of the State Board of Regents in 1970. Since 1977 CEU has operated the San Juan Center in the Southeast corner of Utah, which provides important higher education access and serves a large Native American population. CEU is an open-door comprehensive community college offering general education and vocational-technical programs, continuing education and community services, student services, and developmental education.

Utah Valley Community College was established in 1941 as Central Utah Vocational School, with the primary function of providing war production training. By 1947 it had become a permanent state vocational training institution. In 1963 the school was named Utah Trade Technical Institute, and in 1967 it became Utah Technical College at Provo. Finally, in 1987 the state legislature changed the institution's name to Utah Valley Community College to reflect its comprehensive community college mission, providing programs in general/liberal education, vocational-technical education, continuing and community education, and student services, as approved by the State Board of Regents.

Salt Lake Community College was established in 1947 as Salt Lake Area Vocational School. In 1959 its name was changed to Salt Lake Trade Technical Institute, and in 1967 it became Utah Technical College at Salt Lake. Recognizing its comprehensive community college mission assigned by the Board of Regents, the state legislature changed the institution's name to Salt Lake Community College (SLCC) in 1987. SLCC offers a wide range of vocational and technical programs serving area business and industry, general education, continuing education, community service, and student services. It is the largest community college in Utah, with a new branch campus in downtown Salt Lake City and significant outreach centers located across the Salt Lake Valley.

FISCAL

Utah's five community colleges received $45,986,000 for the 1989-90 fiscal year from general fund appropriations of the state legislature, which constitutes approximately 70 percent of total revenues. Tuition and fees make up about about 24 percent of the remaining revenues, with some 6 percent coming from other operating sources. No local taxing funds are available to Utah community colleges.

Tuition and fees at Utah community colleges for the 1990-91 academic year ranged from $1,005 to $1,239 for resident students and from $2,679 to $3,438 for nonresident students, based

on 15 credit hours for three quarters of instruction.

The regents have adopted a new funding formula to provide an equitable basis for calculating enrollment increase funding for system institutions for 1991-92 and for evaluating the adequacy of current institutional funding levels for instruction. This formula recognizes appropriately the effect of mission assignments applicable to major research universities, to the metropolitan/regional universities, and to community colleges. It also recognizes the differential costs of vocational education, levels of instruction, and subject matter. While the formula is currently applied only to enrollment growth, it is being evaluated for possible application to base budgets of the institutions.

ENROLLMENT

Utah community colleges enrolled 25,217 headcount students in 1989-90, compared to 13,644 students in 1979-80. This translates into 18,466 annualized FTE enrollments for 1989-90 and 9,888 FTE for 1979-80. Projections are that 36,360 headcount students will be enrolled in Utah community colleges in 1999-2000 with an FTE of 26,470 enrollments. Ten years ago community college students made up 23.5 percent of system enrollments, while in 1989-90 they accounted for 31.07 percent.

Degrees and Awards

During 1989-90, Utah community colleges awarded 349 certificates and diplomas of less than one year's duration, 591 certificates and diplomas greater than one year but less than an associate degree, and 2,313 associate degrees.

REFERENCES

Utah System of Higher Education *1991-92 Data Book.*

Utah System of Higher Education Annual Reports.

Minutes and Agenda Books of the Utah State Board of Regents.

Institutional Bulletins and Catalogues.

The Office of the Commissioner, in cooperation with faculty and administrators of the five community colleges, publishes an annual journal titled *FOCUS: A Teaching and Learning in Utah Community Colleges*, now in its ninth year of publication.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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VERMONT

by
KENNETH G. KALB
President, Vermont State Colleges (VSC)

SUMMARY

The legal entity is the Vermont State Colleges (VSC). VSC consists of five colleges, one of which is Community College of Vermont (CCV). In turn, CCV is a statewide network of offices. CCV is a noncampus institution with no full-time faculty. It operates out of rented offices and uses adjunct instructors. Each office has some classroom space, a computer laboratory, and a small reference library.

CCV is the only two-year public community college in the state. Its mission is to bring higher education to the rural communities for working adults who cannot leave their locales to attend a campus school. The emphasis is on access and affordability.

HISTORY

CCV dates to 1968 when Gov. Hoff appointed a task force to look at higher education needs across the state. A task force was chaired by then Commissioner of Education Harvey Scribner. The study said that the need was high for education between high school and a four-year college, but that building an institution or expanding an existing campus was no solution, too costly, and people could not get to it.

In the summer of 1970 Gov. Davis issued an executive order creating a community college commission to pilot a regionalized, noncampus institution. In October 1970 Peter Smith was hired as the first director. A grant from Office for Educational Opportunity provided seed money.

In 1972 CCV was reviewed by a study committee and became a member of VSC.

During the 1970s a few offices were opened around the state. Regional accreditation came in 1975. Both the Fund for the Improvement of Post Secondary Education and the Kellogg Foundation provided grants in those years. Enrollment grew to 1,500.

In the 1980s more offices were opened, bringing the total to 12, covering virtually all areas of the state. Enrollment is now 4,000 per semester, roughly 1,600 FTE.

CCV has become a respected member of VSC, has electronic connections to other VSC libraries, and makes use of the VSC central computer for administrative purposes.

GOVERNANCE

The state-level board is the VSC Trustee Board. VSC is an independent public corporation. The University of Vermont and the state entity for student financial aid are also separate entities with their own boards.

The VSC Board has 15 members, including the governor, ex-officio. Half the board members are gubernatorial appointees; half are elected by and out of the legislature. All serve staggered six-year terms. No explicit qualifications for appointment exist. The board has a chair, vice chair, and a secretary and meets eight times per year. The board has three standing

committees that meet separately the week before each full board meeting.

The State Department of Education has a separate board that hires the commissioner of education, who is the chief executive officer for all public K-12 education, adult basic education, and area vocational centers that are attached to local high schools. Evening programs for adults are available.

FISCAL

Funding is 50 percent from tuition and fees, 40 percent from state appropriations, and 10 percent from federal grants. There is no funding formula. The VSC chancellor gets a lump sum appropriation and allocates that among the five colleges.

The basic tuition charge is $65 per credit. The registration fee is $30. Tuition is double for the few non-Vermonters, but there are almost none enrolled.

PROGRAMS

The VSC Trustees' Education Committee reviews the programs of each college every five years.

Within CCV, an academic review board chaired by the academic dean must approve all credit offerings and programs.

CCV has four types of programs. The mainstay is an individualized and somewhat self-designed associate degree program. The most common concentrations are: business, general studies, and human services. These are 24- to 30- credit programs. A third program area deals with the assessment of prior learning, giving credit for noncollegiate learning if it is properly documented and reviewed by faculty from other colleges. The fourth area is noncredit training and special offerings.

Entry requirements are a high school diploma or GED. Exit requirements are an approved, written degree plan and 60 credits for an associate degree, half in the area of concentration and half in general education.

ENROLLMENT

An FTE equals 12 semester credits. Since there is only one associate degree program, enrollment is not tracked by program in the usual sense.

Historically, enrollment has grown with each new geographical area served. Enrollment is up 50 percent since 1985, for example. Over 95 percent of the students are part-time. Seventy-five percent are women. The average age is 30. These data have been consistent from the opening of CCV.

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VIRGINIA

by
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Former Vice Chancellor for Policy Studies
Virginia Community College System

SUMMARY

The Virginia Community College System is a statewide institution of higher education with 23 comprehensive community colleges operating on 33 campuses. The State Board for Community Colleges, appointed by the governor with the concurrence of the General Assembly, is the governing board for the system and all of the member colleges. The chancellor is the chief executive officer for the system; the community college presidents are responsible to the state board through the chancellor. Local college boards, appointed by the local governments, are advisory with such powers as are delegated to them by the state board.

Virginia Community Colleges are comprehensive institutions offering associate degree occupational and transfer programs, certificate and diploma occupational programs, developmental studies, continuing education, and community service programs. Student developmental services are also an important component of the community college service.

Virginia Community Colleges are deeply involved in job training and other economic development activities in their communities.

Statement of Mission

The following mission statement was adopted by the State Board for Community Colleges on March 20, 1986.

The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

The Virginia Community College System, through comprehensive community colleges, provides leadership in determining and addressing both the needs of individuals and the economic needs of the colleges' service areas.

Occupational-technical education, transfer education, developmental studies, continuing education, and community services are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college shall provide a comprehensive program of student development services.

Educational Program Goals

The Virginia Community College System provides financially accessible, high quality, comprehensive educational programs and services. The purpose of these programs and services is to support the economic development of the commonwealth and to meet the educational needs of citizens of all ages.

The educational program goals of the VCCS are:

- To offer associate degree programs to prepare individuals for careers as technical and paraprofessional workers.
- To offer associate degree programs to prepare individuals for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges.
- To offer diploma and certificate programs to prepare individuals for careers as technicians and skilled and semi-skilled workers.
- To offer developmental programs to prepare individuals for other instructional programs.
- To offer student development services that, through counseling and guidance, assist individuals with decisions regarding occupational, educational, and personal goals.
- To offer industrial training programs where specific employment opportunities are available in new or expanding businesses, industries, and professions. Such programs shall be operated in cooperation with the individual community colleges.
- To offer continuing education programs to provide educational opportunities for individuals who wish to continue to expand their learning experiences. Such programs may include credit and noncredit courses, seminars and workshops.
- To offer community services to provide cultural and educational opportunities that are in addition to other programs of the college.

HISTORY

Early History

The following is a very brief synopsis of the circumstances surrounding the establishment of the Virginia Community College System. This era was the subject of *Pursuing the American Dream: A History of the Development of the Virginia Community College System* (Vaughan, 1987).

As was the case in many states, in the late 1950s and early 1960s it became evident that Virginia's higher education resources were woefully inadequate for the load that was being placed on them. A number of factors were rapidly increasing this load. Among the more apparent were: the democratization of higher education, begun by the G.I. Bill at the end of World War II, had advanced to the point where higher education was widely seen as a "right" to be enjoyed by all who desired it and could benefit from it; the "Baby Boom" generation was approaching college age; and industrial development, with its heavy reliance on the development of a trained, skilled work force, emerged as a state priority.

Later History

The growth of the Virginia Community College System was rapid but well planned. One of the earliest actions of the State Board for Community Colleges was to commission the

development of *A Proposed Master Plan for a State-Wide System of Community College Education in Virginia* by Eric Rhodes. This master plan envisioned 22 college regions encompassing the whole state. The final system evolved to include 23 regions (the Rhodes report recommended that the region now served by Danville and Patrick Henry Community Colleges be one region), but it is remarkable how closely the *Proposed Master Plan* was followed in implementation. Colleges were established as follows:

1966-67	Northern Virginia (opened as a technical college in 1965)
(2)	Virginia Western (from UVA branch & VPI branch)
1967-68	Blue Ridge (had been developed as technical college)
(+6 = 8)	Dabney S. Lancaster (from VPI branch)
	Central Virginia (from UVA center)
	Danville (from vocational/technical school and VPI branch)
	Wytheville (from VPI branch)
	John Tyler (had been developed as technical college)
1968-69	Tidewater (from private college)
(+3 = 11)	Thomas Nelson (new, from vocational/technical school)
	Southwest Virginia (new community college)
1969-70	Virginia Highlands (new, from vocational/technical school)
(+2 = 13)	New River (new, from vocational/technical school)
1970-71	Lord Fairfax (new community college)
(+3 = 16)	Germanna (new community college)
	Southside Virginia (new community college)
1971-72	Patrick Henry (from UVA branch)
(+4 = 20)	Rappahannock (new community college)
	Paul D. Camp (new community college)
	Eastern Shore (from UVA branch)
1972-73	Mountain Empire (new community college)
(+3 = 23)	Piedmont Virginia (new community college)
	J. Sargeant Reynolds (new community college)

Recent History

As all colleges became established, and soon thereafter all campuses received at least their initial buildings, the focus gradually changed from building the system to managing the system. For a number of years growth seemed automatic. In only one year, 1976-77, did enrollment decrease. It then resumed its upward climb. By 1981-82, system enrollment had reached 61,428 annual FTES.

Beginning in 1979-80, inflation was driving up costs, and tuition began to increase accordingly. Budgets increased, but not rapidly enough to keep up with escalating costs. Management, retrenchment, and efficiency became the focus of many. During these years, and the years that followed, programs and services were curtailed, in some cases severely. By 1982-83, these cutbacks, a continuing escalation of tuition, and a shrinking college-age population adversely affected enrollment. By 1985-86 enrollment had declined to 51,280

annual FTES.

In 1986-87, in an unprecedented action, tuition was decreased and, in 1987-88, decreased further. Enrollment immediately increased to 54,926 annual FTES in 1986-87, and to 58,310 FTES in 1987-88. While community college tuition has increased moderately since 1988-89, the rate of increase has remained well behind tuition increases in the state's four-year colleges. Community college enrollment has continued to increase, reaching 69,546 annual FTES in 1989-90.

Articulation of occupational programs with secondary school vocational programs has proven to be effective. The State Board for Community Colleges and the State Board of Education have enacted a joint resolution calling for all secondary school vocational programs to be articulated with the corresponding community college occupational program as soon as possible. In addition, 14 "2+2 tech/prep" programs have recently been implemented in 11 community college areas. In these programs, students begin a course of study in the 11th grade and continue through the community college program. Employment for graduates of such four-year programs has been extremely high. This effort will continue, and these programs are expected to continue to expand.

All other public institutions of higher education in Virginia have moved to the semester calendar. In order to facilitate the transfer of credits from community colleges to four-year colleges, and to make starting and ending dates more compatible, community colleges also made the change to semester in 1988.

Other activities at the system level since the first edition of this report include the development of *Toward the Year 2000: The Future of the Virginia Community College System*; a series of follow-up task force studies on major issues identified in *Toward the Year 2000*; the implementation of a Chancellor's Commonwealth Professor program to recognize and reward exemplary teachers; and initiation, in conjunction with the State Council of Higher Education for Virginia, of a project to facilitate student transfer from community college to four-year college programs.

GOVERNANCE

State-Level Board

State Board for Community Colleges

Method of appointment: Appointed by the governor and confirmed by the General Assembly.

Qualifications: The state board is composed of persons selected from the state at large. No officer, employee, or member of the governing board of any public institution of higher education, or of any school subject to the control of the state board, or any member of the General Assembly, or any member of the State Board of Education, shall be eligible for appointment to the board. All members of the board are deemed members at large charged with the responsibility of serving the best interests of the whole commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

Number of members: There are 15 members on the State Board for Community Colleges.

Terms: Terms are for four years. No person may serve more than two consecutive four-year terms.

Officers: A chair and a vice-chair are elected by the board from its membership. The

chancellor is also secretary to the State Board for Community Colleges.

Meeting frequency: The legislation requires the board to meet at least four times annually. In practice, the state board usually meets six to eight times each year.

Relation to other education boards: The State Board for Community Colleges is the governing board for all colleges in the Virginia Community College System. Its authority and powers are the same as those of each of the boards of visitors of the other state-supported institutions of higher education in Virginia. As with other Higher Education Governing Boards in Virginia, the state board is subject to the coordinating powers of the State Council of Higher Education for Virginia.

General powers and duties: The enabling legislation states: "The state board shall be responsible ... for the establishment, control, and administration of a statewide system of publicly supported comprehensive community colleges, which shall be known as the Virginia Community College System." In 1977 the role of the state board was further clarified by House Joint Resolution 192, which stated: "... it is the sense of the General Assembly that the role of the State Board for Community Colleges is that of a governing board of a statewide institution of higher education and not as that of a board of a state agency, subject to the direction and control of the governor, and that its functioning in the role of a governing board of an institution of higher learning is necessary for it to continue the purposes for which it and the commonwealth's system of community colleges was created."

Relation to local institutions: The State Board for Community Colleges is the governing board for all Virginia community colleges. Each college has a local board, which is advisory and has such duties and responsibilities as the state board may direct.

State Department

The System Office is the administrative arm of the State Board for Community Colleges.

Major officers: The chancellor is the chief executive officer of the Virginia Community College System and secretary to the State Board for Community Colleges.

Power and duties: As indicated above, the chancellor is the chief executive officer of the system. The enabling legislation also prescribes the following duties of the chancellor:

- It shall be the duty of the chancellor of community colleges to formulate such rules and regulations, and provide for such assistance in his office as shall be necessary for the proper performance of the duties prescribed by the provisions of this chapter.
- The state board shall prescribe the duties of the chancellor, in addition to those duties otherwise prescribed for him by law.
- Community college presidents are responsible to the state board through the chancellor.

FISCAL

Funding Sources

During the 1989-90 fiscal year, revenue sources were: state appropriations, 9.5 percent; tuition and fees, 23.4 percent; federal grants, 4 percent; and other, 3.1 percent.

Funding methods or formulae:

The General Assembly appropriates funds for community colleges at its discretion. It has relied on both normative formulas developed by the State Council of Higher Education for Virginia (SCHEV) and incremental funding considerations in reaching its decisions regarding appropriation levels.

Standard tuition and fee charges or ranges:

For the 1989-90 academic year:

In-state tuition:	$26.60 per semester credit
Out-of-state tuition:	$132 per semester credit

Tuition is based on the number of credit hours taken, with no maximum rate for full-time students.

Fees for noncredit courses and other noncredit activities are set so that, in the aggregate, direct costs plus 30 percent are recovered.

Some colleges also charge a student activities and/or parking fee. Where these fees are charged, they are generally minimal.

PROGRAMS

Approval Process

The program approval process for the various types of programs is outlined below. More detailed information on the process may be found in Section 5.4 of the VCCS *Policy Manual*.

Citizens Advisory Committee. Local lay advisory committees must be utilized for the development, establishment, and evaluation of all occupational programs and curricula. These committees are appointed by the president with the approval of the local college board.

College Curriculum Committee, College Administration, and local College Board. All program proposals must have been recommended by the College Curriculum Committee, the college administration, and the local college board. Except as noted below, continuing education and community service programs are approved at the local college level in accordance with procedures developed at the college.

VCCS Instructional Programs Staff. All program proposals are reviewed by the VCCS Instructional Programs Staff, which prepares recommendations for the chancellor. The staff also approves additional courses to be added to the VCCS *Curriculum Guide*.

Chancellor. The chancellor has final approval for diploma and certificate programs that are offered elsewhere in the system and for additional career study certificate programs for a college that has previously been approved by the State Board to offer career study certificate programs. All other program approvals must be recommended by the chancellor.

State Board for Community Colleges. The State Board for Community Colleges has final approval for college's initial career study program, certificate and diploma programs that are new to the system, and additional majors within a degree program previously approved for the college. The State Board must recommend new degree programs to the State Council of Higher Education (SCHEV).

State Council of Higher Education for Virginia (SCHEV). The State Council must approve all new degree programs.

Types

Colleges in the Virginia Community College System offer the following types of programs:

University Parallel Associate Degree Programs. These include the associate in arts (A.A.) degree programs, associate in science (A.S.) degree programs, and associate in arts and science (A.A.S.) degree programs. Majors and specializations are recognized within degree programs.

Occupational Associate Degree Programs. associate in applied science (A.A.S.) degree programs are intended primarily to prepare students for employment upon graduation. An increasing number of A.A.S. graduates are, however, continuing their education after graduation, especially in bachelor of technology programs.

Diploma and Certificate Programs. Diploma and certificate programs are intended to prepare students for employment upon graduation.

Career Studies Certificate Programs. Career studies programs are intended primarily for upgrading skills and continuing education. These short programs are also used to provide entry skills in some areas. Career studies programs are usually offered on a part-time basis.

Continuing Education. Continuing education programs, which may include both credit and noncredit (Continuing Education Unit - CEU) courses, are offered by the colleges to enable adults to continue their learning experiences.

Community Service. Community services include meetings and special community projects that are designed to provide needed cultural and educational opportunities for citizens of the region.

Diploma and Degree Requirements

The minimum requirements for each type of associate degree program (all credits in semester credit hours) are shown in Table 1. This information is taken from Section 5.2.0 of the VCCS *Policy Manual*:

The following are the minimum requirements for the diploma and certificate programs. See Section 5.2.1 in the VCCS *Policy Manual* for more specific information.

> Diploma. A diploma program is defined as a two-year curriculum with a major in an occupational area. Diploma curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299. A minimum of 15 percent of a curriculum's credit-hour requirements shall include instruction in general education.
>
> Certificate. A certificate program is defined as a curriculum that consists of a minimum of 45 quarter credit hours with a major in an occupational area. Certificate curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299. A minimum of 15 percent of a curriculum's credit-hour requirement shall include instruction in general education.
>
> Career Studies Certificate. A career studies certificate program is defined as a curriculum that consists of less than 45 quarter credit hours in an occupational area. Career studies certificate curricula shall consist of the necessary courses

required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299.

Table 1
Minimum Requirements for Assoicate Degree

	Number of Credits (Semester Hours)			
	AA[a]	AS[a]	AA&S[a]	AAS
Humanities				
English Composition	6	6	6	0-6
Communication Skills	0	0	0	0-6
Literature (English, American, or World)	3-6	0-3	0-6	-
Speech or English	0-3	0-3	0-6	0-3
Art, Drama, Music, Humanities, and/or Philosophy	0-3	0-3	0-3	-
Foreign Language	8-16[b]	0-16[b]	0-16[b]	-
Social Sciences				
History (American or Western Civilization)	6	3-6	3-6	0-6
Economics	0-6	0-6	0-6	0-6
Political Science	0-6	0-6	0-6	0-6
Psychology	0-6	0-6	0-6	0-6
Sociology	0-6	0-6	0-6	0-6
Other Social Sciences	-	-	-	0-6
Natural Sciences and Mathematics				
Natural Sciences (Laboratory) Biology, Chemistry, Geology, Physics)	8-12	8-16[e]	8	0-4
Mathematics	6	6[f]	6[f]	0-3
Other Mathematics and Natural Sciences	-	-	0-24	0-3
Health, Physical Education, or Recreation	2-4	2-4	2-4	2-4
Orientation	1	1	1	1
Major Field and Elective Requirements	2-16[a]	1-30	0-30[a]	47[d]
Minimum Total Number of Credits for Degree	65	65	65	65

[a] Students are urged to acquaint themselves with the requirements of the major department in the college or university to which transfer is contemplated and further to consult with the faculty advisor or counseling department in planning their program and selecting electives.

[b] Students who have successfully completed two years of a foreign language in high school may petition for advanced placement to the sophomore course of this foreign language.

[c] In addition to the history requirements, the student shall complete a total of six semester-hours credit in the social sciences, which may include economics, government, sociology, and/or psychology.

[d] Provision must be made for electives chosen from disciplines outside the student's area of specialization. Provision must be made for a minimum of 30 semester credit hours in the major field.

[e] This requirement may be waived for the general studies major.

[f] Minimum of three semester hours of math required for a general studies major.

ENROLLMENT

Definitions

Credit hour: Semester credit hour. (The VCCS converted from a quarter to a semester calendar, effective summer 1988.)

Full-time student: Any student taking 12 or more credit hours is considered to be full-time.

Full-time equivalent student (quarter): The number of student credit hours generated in that semester divided by 15.

Full-time equivalent student (annual): The number of student credit hours generated in the summer, fall, and spring semesters of the same academic year divided by 30.

Curricular Student: A student who has been officially admitted to a program of study leading to a degree, diploma, or certificate.

Non-curricular Student: A student who has not been officially admitted to a program of study leading to a degree, diploma, or certificate. Most, but not all, part-time and developmental students are noncurricular students.

Patterns by Programs

In the 1989 fall quarter there were 33,456 (23 percent) full-time students and 94,739 (77 percent) part-time students, for a total of 128,195 students. Full-time equivalent student enrollment was 60,792. The average full-time student carried 14.3 credits, and the average part-time student carried 4.6 credits (see Table 2).

Table 2

For full-time students:	For part-time students:
0.9% were under 18 years of age	2.2% were under 18 years of age
65.1% were between 18 and 21	17.7% were between 18 and 21
10.8% were between 22 and 24	12.1% were between 22 and 24
14.9% were between 25 and 34	34.4% were between 25 and 34
6.1% were between 35 and 44	21.8% were between 35 and 44
2.1% were between 45 and 59	10.4% were between 45 and 59
0.1% were 60 or older	1.4% were 60 or older
For full-time students:	**For part-time students:**
45.5% were male	41.8% were male
54.5% were female	58.2% were female
For full-time students:	**For part-time students:**
80.0% were White	82.1% were White
11.7% were Black	12.1% were Black
8.3% were Other Race	5.8% were Other Race
For full-time students:	**For part-time students:**
31.1% were first-time students	18.9% were first-time students
62.5% were returning students	67.5% were returning students
6.4% were transfer students	13.6% were transfer students
For full-time students:	**For part-time students:**
26.7% were not program placed	50.1% were not program placed
5.3% were in health technology programs	2.2% were in health technology programs
26.0% were in business technology programs	23.8% were in business technology programs
0.3% were in agriculture and natural resource programs	0.3% were in agriculture and natural resource programs
4.1% were in public service technology programs	2.1% were in public service technology programs
1.7% were in fine and applied arts programs	1.7% were in fine and applied arts programs
21.3% were inliberal arts and educationprograms	10.5% were in liberal arts and education programs
6.2% were in science programs	3.2% were in science programs
8.4% were in engineering programs	6.1% were in engineering programs

Historical trends.

The enrollment of the Virginia Community College System over the life of the system is illustrated in Table 3.

Table 3
Enrollment in the Virginia Community College System

Year	FTES	Year	FTES
1966-67	2,092	1979-80	55,360
1967-68	7,174	1980-81	59,144
1968-69	12,120	1981-82	61,428
1969-70	15,717	1982-83	59,295
1970-71	20,383	1983-84	57,492
1971-72	25,066	1984-85	52,532
1972-73	29,133	1985-86	51,380
1973-74	34,784	1986-87	54,928
1974-75	42,586	1987-88	58,310
1975-76	52,653	1988-89	61,965
1976-77	50,798	1989-90	69,546
1977-78	52,323	1990-91	71,558*
1978-79	52,877		* Estimated

REFERENCES

VCCS *Policy Manual*

VCCS *State Curriculum Guide*, with updates.

Vaughan, G. (1987). *Pursuing the American Dream: A History of the Development of the Virginia Community College System.*

Armistead. (1977). *The Virginia Community College System: An Examination After Its First Decade.*

Rhodes. (1966). *A Proposed Master Plan for a State-Wide System of Community College Education in Virginia.*

Toward the Year 2000: The Future of the Virginia Community College System. (1988).

VCCS mission statements. 1966 to present.

VCCS annual reports.

Virginia Community Colleges, Locations and Service Regions (with listing of colleges, presidents, addresses, and telephone numbers).

FOR ADDITIONAL INFORMATION CALL OR WRITE

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or

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WASHINGTON

by
JOHN N. TERREY
Former Executive Director
Washington State Board for Community College Education

SUMMARY

The state is divided into 24 community college districts. Each district is charged with providing for the education and training needs of its communities and students. There is at least one community college in each district, one district operates two institutions, and one district has three campuses. Altogether,the state operates 27 community colleges. Total full-time equivalent state-funded enrollment in this system equals 84,148, with additional FTEs generated from special contracts and local funds.

The Community College Act of 1967 provides for a state system of community colleges that are "for purposes of academic training, two-year institutions, and are an independent, unique, and vital section of (Washington) state's higher education system, separate from both the common school system and other institutions of higher learning." The statute requires that the community college offer an open door to every citizen, regardless of his/her academic background or experience, at a cost normally within his/her economic means.

Each community college district is required to offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining with equal emphasis high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of educational, cultural, and recreational nature; and adult education.

HISTORY

The first junior college in Washington was started in 1915 in Everett when 42 students began a one-year college program on the top floor of Everett High School. It was closed in 1923 for lack of students.

Centralia College, the state's oldest existing community college, opened in 1925. It was followed by Mt. Vernon College (now Skagit Valley College) in 1926, Yakima Valley College in 1928, and Grays Harbor College in 1930. By 1941 eight junior colleges were operating in Washington, all locally administered and locally funded. Combined enrollment was approximately 1,000. State aid was provided by the state's first community college law in 1941. But the same law prohibited operation of public junior colleges in counties having four-year colleges or universities. Since the state's three most populous counties were thus prohibited from having junior colleges, only four more opened between 1941 and 1961.

A 1945 act brought junior colleges under the administration of local public school boards. Enrollment continued to grow, however, and by 1962 had reached 25,443.

The 1941 limitation was removed in 1961 by an act that also designated the two-year institutions as community colleges, in recognition of the growth of their vocational and adult programs.

In the decade following passage of the 1961 law, the number of community colleges more than doubled and enrollment quadrupled. Most of the new colleges opened in metropolitan areas previously denied community college education. Several had been founded as voca-

tional institutes. The most significant factor in enrollment growth was vocational education.

Separation of community college administration from that of the common schools began in 1963, when the legislature mandated that separate funding and accounting be established for community colleges. The 1965 legislature directed the superintendent of public instruction to employ a firm of consultants to recommend a plan for reorganization of community colleges. Acting on their plan, the 1967 legislature adopted the statute creating the state community college system and establishing it as an independent system separate from both the common schools and the four-year institutions.

The 1967 act also provided the framework within which community college education was to be offered. It divided the state into community college districts and charged each district with providing for the educational and training needs of its communities and students.

GOVERNANCE

Washington community colleges are essentially state colleges, deriving most of their financial support from the state. General supervision and control over the state system of community colleges is assigned to the State Board for Community College Education (SBCCE) under the Community College Act. A board member may not have a pecuniary interest in education and may not be a member of the State Board of Education, a public school board, the governing board of any public or private educational institution, or an employee of any of the boards specified above.

Otherwise, there are no specific requirements for membership on the state board. The state board is empowered to employ a director, who serves at the discretion of the board as its executive officer and secretary and who is charged with the administering the Community College Act. With the board's approval, the director may employ a staff.

The state board staff consists of 46 employees and is organized into three divisions, as follows:

Administrative Services: Responsible for publications, special programs, policy development, personnel, information services, research and planning, office management, student services, and minority programs.

Financial Services: Operating budget, capital budget, and accounting.

Educational Services: Vocational and academic education, small business assistance, economic development, community education, and libraries.

Among the principal responsibilities of the state board, as designated by the Community College Act, are these:

- Review community college district budgets and prepare a single system budget for submission to the governor
- Establish guidelines for the disbursement of funds, and disburse capital operating funds to the community college districts
- Ensure that each community college district offers a comprehensive program and maintains an open-door policy
- Prepare a comprehensive state plan for community college education

- Define and administer criteria and guidelines for establishment of new campuses and colleges and for modification of district boundary lines
- Establish minimum standards to govern operation of the community collegeswith respect to personnel qualifications; budgeting, accounting, and auditing; and curriculum content, degree requirements, and admissions policies
- Administer criteria for capital construction
- Encourage innovation, coordinate research and disseminate research findings

The Higher Education Coordinating Board provides planning, coordinating, monitoring, and policy analysis for higher education in Washington, including the community college system, and the two state universities, the three regional universities, and the state college.

FISCAL

Of the funds required to operate Washington community colleges, about 89 percent are appropriated from the state general fund by the legislature. Grants and contracts provide 7.8 percent of the total. The balance, 3.6 percent, are called local funds.

The 1988-89 state fund appropriation to the community college system is $314.7 million. The state board prepares a biennial budget request for the community college system and submits it to the governor. The governor's budget office modifies it and submits it as part of the governor's budget request to the legislature. The legislative appropriation for the community college system is received by the state board and allocated to the community college districts.

The system budget is based on a higher education funding approach adopted by the 1983 legislature. Separate appropriations are provided for instruction, instructional support (including student services, libraries, and academic administration), and general purposes (including instructional support and plant operations and maintenance).

The instruction formula is designed to assure quality through maintenance of an adequate student/faculty ratio on a systemwide basis. For 1988-89 that standard equated to 22.28 students per faculty member.

Community college capital projects are financed by state general obligation bonds repaid either from student tuition funds or the state general fund. Each district submits its biennial capital request to the state board, which analyzes it in terms of formulas for determining future space needs and construction costs. The projects are prioritized by the state board and submitted to the governor for review and incorporation into the capital request to the legislature. The legislature appropriates capital funds on a project-by-project basis. Each project authorized by the legislature must be approved by the state board at various stages of design and construction.

Student tuition and fees are currently set by law at a maximum of $274 per quarter as follows:

Tuition - $240.50 includes the building fee ($42.50), which is credited to the capital projects account for debt service on bonds sold to finance community college construction and the operating fee ($162) which is collected by the districts and deposited in the state general fund.

Services and Activities Fee - up to $33.50 Retained by the districts for student programs.

PROGRAMS

Students in the system enroll in four different types of courses. Forty-four percent of community college courses are academic in nature. These courses fulfill freshman and sophomore requirements for a bachelor's degree. They also provide support for vocational education in such areas as math, English, and science.

Thirty-six percent of the courses provide vocational education, which prepares students for entry-level jobs and provides retraining and upgrading for working people. A current special emphasis is placed on work force training.

Seventeen percent of courses are classified under the heading of basic skills. These courses enable students to complete eighth grade and high school and overcome deficiencies that prevent their successfully achieving college-level studies. Basic skills courses represent the fastest-growing segment of the community college system at present.

Three percent of courses are offered on a student-funded basis for vocational and personal enrichment purposes. Community choir, conversational French, and recreational sports are examples of these offerings.

ENROLLMENT

The Washington community college system served 94,755 full-time equivalent students (FTEs) during fall 1989, of which 84,148 were in state-funded courses.

The demographic characteristics of community college students reflect the adult population of the state:

- The racial composition of the student population in fall 1989 exceeded that of the state as a whole, 17 percent non-White students as compared with a statewide minority population of 12.2 percent.
- The student population is becoming older at about the same rate as the state's population.
- The student population has a higher proportion of women (67.4 percent) than the state's adult population and is typical of community colleges nationally in this respect.

Part-time students, less than 10 credits, make up 52.1 percent of the student population.

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WEST VIRGINIA

by
M. DOUGLAS CALL
Vice-Chancellor for Community Colleges
State College System of West Virginia

SUMMARY

The community college system in West Virginia falls under the governance of the State College System Board of Directors.. The community college system is composed of two free-standing community colleges, six community college components of four-year institutions, the community and technical colleges of Marshall University, and two two-year branches of West Virginia University. There is not a separate governing board for community colleges.

The community college system in West Virginia is designed to provide access to inexpensive, quality education. The goals are to serve persons desiring both transfer programs and career-technical training programs, continuing educational opportunities for both credit and noncredit, training on campus or at the job location with business and industry, to improve in one or all of the basic or developmental skill areas, and workshops and seminars to meet cultural, civic, and personal interests.

HISTORY

A two-year preparatory branch of West Virginia University, a land-grant institution, was established in 1885 at Montgomery, West Virginia, and a similar branch was established at Keyser, West Virginia, in 1901. Most programs were limited to college transfer-type courses. The Montgomery branch is now a four-year college, but the Keyser branch remains a two-year branch of West Virginia University. In 1956 there were two four-year colleges offering terminal vocational programs.

Legislation permitting the establishment of two-year branch colleges offering liberal arts, terminal education, and adult education programs was passed in 1961. Four branch campuses of four-year colleges were established as a result of this legislation. Major emphasis was placed on transfer programs at the branch colleges.

Legislation was passed directing the board of regents to formulate a plan to establish a comprehensive community college system. Also, legislation authorized the board of regents to convert branch campuses to community colleges. In 1971 three branch campuses were converted into two community colleges, one having dual campuses. One additional community college with dual campuses was created in 1972 from a branch campus to a four-year institution, making three community colleges in the board of regents system.

During the mid-1970s, the board of regents, in cooperation with the four-year institutions, created community college components at seven four-year institutions. The components were placed under the administration of the president of the four-year institutions. Terminal two-year programs were offered.

GOVERNANCE

The state-level board that governs the community colleges is the State College System Board of Directors. The board is composed of 17 members. Twelve are appointed by the

governor, and five are ex-officio members. The ex-officio members represent faculty, students, and classified employees in the Board of Directors system. The chancellor of the university board and the state superintendent of schools are also ex-officio members. The appointed members serve six-year terms. A president, vice president, and secretary are elected for one-year terms by board members.

The general powers and duties of the board are to govern and coordinate higher education in the State College System. They are given responsibility to "prescribe and allocate among the state colleges and universities specific functions and responsibilities to meet the higher education needs of the state and avoid unnecessary duplication." Specific duties include: preparing a master plan for public higher education, overseeing the budget process, establishing a system of information and data management, reviewing no less than every five years all academic programs offered at any state college or university, administering a uniform system of personnel classification, conducting presidential performance evaluations at all institutions, and submitting an annual report to the Joint Committee on Government and Finance.

Each local institution in the State College System has an advisory council that works closely with the president of the institution.

The State Department of Education has no jurisdiction over the community colleges in the board of regents system. It does have jurisdiction over the vocational-technical schools in the state. The vocational-technical schools offer both secondary and postsecondary instruction. Upon completion, the student is awarded a diploma or a certificate. The vocational-technical schools do not award associate degrees or college credit.

FINANCE

Funding is secured from three main sources: state-appropriated funds, federal funds, and tuition.

Funding is based on FTE students as part of the resource allocation model. Priorities are set by the board, and funding is also geared to these priorities.

Tuition and fees for an in-state student range from $800 per year at the free-standing community colleges to $1,500 at a community college component within a university.

PROGRAMS

All new programs are submitted by the college to the board for review. The Academic Affairs Advisory Committee makes recommendations to the board and then the board votes on approval or disapproval.

The colleges in the board of regents system offer a wide variety of programs. Broken down into broad categories they are: technical, vocational, and public-service-oriented.

Most certificate degree programs require between 34 and 40 semester hours, and an associate degree requires between 65 and 72 semester hours for graduation.

ENROLLMENT

Headcount enrollment is the total number of students enrolled at a given institution.

Full-time equivalence is one FTE per 15 credit hours.

There has been significant growth in the career-technical programs (198 percent) since the community college system was developed. The largest increases have come in business

programs, public service programs, technology, and agriculture. Health-related programs grew the least.

Enrollment continues to increase in the West Virginia community college system. Student enrollment increased 167 percent in the first 13 years the system was in operation.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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WISCONSIN

by
ROBERT P. SORENSON
Former State Director and Executive Officer
The Wisconsin Board of Vocational, Technical, and Adult Education

Revised by
DWIGHT A. YORK
State Director and Executive Officer
The Wisconsin Board of Vocational, Technical, and Adult Education

SUMMARY

The Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) is the state agency statutorily responsible for the initiation, development, maintenance, and supervision of occupational education programs below the baccalaureate level, including associate degrees, vocational diplomas, training of apprentices, and adult and continuing education below the professional level. These programs are delivered throughout the state by 16 area vocational, technical, and adult education (VTAE) districts. The institutions delivering the training are all technical colleges, three of which are also authorized to offer a college-parallel program like the first two years of a liberal arts baccalaureate degree. There are 45 campuses and hundreds of outreach centers.

The mission statement was clarified by the 1983 Wisconsin Act 379 to specify that the principal purposes of the vocational, technical, and adult education system are to provide occupational education and training and retraining programs, and to provide customized training and technical assistance to business and industry in order to foster economic development and expansion of employment opportunities. Additional purposes are to cooperate and contract with secondary schools; provide college transfer, community services, self-enrichment activities, and basic skills education; and address barriers created by stereotyping and discrimination.

Since its inception in 1911, the Wisconsin Vocational, Technical and Adult Education (VTAE) system has responded to the ever-changing needs of people, employers, and society in general.

HISTORY

The early 1900s saw a need for change in education in Wisconsin. Pupils were dropping out of the rural schools. Manufacturing and other industries were expanding in the state. The need for public education for employment was becoming apparent.

Charles McCarthy is considered the father of Wisconsin's vocational-technical system. From his unlikely position of head of the legislative reference library, he launched the vocational-technical and adult education system that exists today. In 1909 he wrote to August Lindemann, the leader of the brewery lobby, suggesting that a commission be formed to study the state's educational needs. State Sen. Fairchild introduced Joint Resolution 53 in 1909, which was passed and formed the Commission on Industrial and Agricultural Training. Members of the commission visited cities in other states and countries in Europe, including Germany.

The commission's report to the legislature recommended four types of education:

- Continuation schools for boys and girls, ages 14-16, who had quit high school and were working (or not working)
- Evening schools for adults
- Trade schools
- Related instruction for apprentices

The continuation school was the first phase of the plan because it would immediately reach the greatest number at the least cost.

In 1911 following the study of the commission's report, the Wisconsin legislature passed the first comprehensive continuation school legislation in the country. Chapter 616, Laws of Wisconsin of 1911 provided for continuation, trade, and evening schools as McCarthy had proposed them. The law authorized a State Board of Industrial Education. The nine-member board would consist of three employers and three employees appointed by the governor. The three ex-officio members would include the state superintendent of instruction, the dean of the University of Wisconsin College of Engineering, and the dean of the Extension Division of the University of Wisconsin.

The main function of the State Board of Industrial Education would be to allocate state aid to local continuation, training, and evening schools on a matching basis. The state superintendent of instruction was to oversee curriculum and was authorized to employ an assistant to supervise the new schools. The superintendent's assistant was to be appointed with approval of the state board, so the authority was split between the state board and the superintendent of instruction, C.P. Cary.

The 1911 law required the city school board of every community of more than 5,000 to establish a local board of industrial education. The five-member board was to have two employers and two employees. The ex-officio member was to be the local school superintendent. The local boards were to foster, establish, and maintain continuation, trade, and evening schools. Communities under 5,000 could do the same if they wished.

The local boards of industrial education were given taxing power on property of up to one-half mill. On a local level, the education for those employed was to be financed separately from common education. The tax levy was not to be subject to review by the city council. This significant provision would eventually give vocational, technical, and adult education a vitality and an ability to meet local needs not possible had budgets been subject to political machinations. Local boards were empowered to charge up to $.50 per week for tuition. Four related pieces of legislation were also passed in 1911. Chapter 522 was essentially a compulsory attendance law requiring any employed minor over age 14 to either prove literacy or to attend continuation school. An accompanying law, Chapter 505, was more specific. It required employers to release 14- to 16-year-old workers for part-time attendance in the continuation schools. The workers were required to attend five hours per day for at least six months per year. The hours spent in school were to be considered as part of the total work hours. That is, employers could not require additional hours of work to make up for hours spent in school. Chapter 347 required that a written agreement be drawn up for each apprentice specifying the terms of training to be received. Chapter 544 set the minimum salary for teachers of agriculture, domestic economy, and manual training at $60 per month.

As a reflection of its changing functions, responsibilities, programming, and clientele, the state board has undergone four name changes in its 75-year history. In 1917 the legislature changed the State Board of Industrial Education to the State Board of Vocational Education. During World War I, the Wisconsin vocational schools began training for jobs most needed in the war effort—telegraphers, truck drivers, bakers, horseshoers, and typists. In 1921 George P. Hambrecht, a member of the Industrial Commission, became state director of vocational education, a position he held until 1943. During the depression years of the 1930s, unemployed

adults began attending the day schools. In 1937 the state board was changed to the State Board of Vocational and Adult Education. College transfer programs commenced in Milwaukee. In 1934 a junior college was established as part of the Milwaukee's Vocational and Adult Schools. Students could enroll in academic subjects one-half day and prepare for a vocation the other half day. This meant at the end of two years a student would have been following an academic program on a college level and laying the foundation for a vocation at the same time. The academic credits earned could be transferred to the university if the student desired. College transfer programs were later added at Madison and Rhinelander during the 1960s. However, state law restricts the number of transfer credits to 25 percent of the total for each institution.

During the 1940s the vocational schools geared up to train people for the national defense in such areas as aircraft manufacturing, maintenance, repair; shipbuilding, maintenance, repair; auto manufacturing, maintenance, repair; electrical; forging, boiler and steel plate; light manufacturing; sheet metal; chemicals, ammunition, and military supply.

In 1944 Clarence L. Grieber, formerly secretary of the board, was appointed state director, the position he held until December 31, 1970. Following World War II, the vocational schools began developing full-time programs to meet the changing careers of returning veterans. Curriculum and other standards were developed for postsecondary vocational-technical education.

In 1955 the Coordinating Committee for Higher Education (CCHE) was formed. Legislation in 1963 expanded CCHE to 19 members, which included the president and three members of the University of Wisconsin regents; the president and three members of the state college regents; the president and three members of the State Board of Vocational Adult Education; four citizens; the state superintendent of public instruction; and two members of the county college boards. Vocational-technical education in Wisconsin was now a part of higher education. Chapter 51, Laws of 1961, renamed the Board of Vocational and Adult Education to the Wisconsin Board of Vocational, Technical, and Adult Education and authorized it to grant associate degrees for two-year technical programs.

The most significant state legislation since 1911 was passed in 1965. Through the 1950s and 1960s, local vocational and adult schools faced a struggle in trying to provide occupational training with only a municipal tax base to draw upon. Although the CCHE was proposing a community college system, on September 10, 1965 Gov. Knowles signed an amended bill, which became Chapter 292, Laws of 1965, forcing the creation of area districts. By 1970 everyone in Wisconsin would have to be in a vocational, technical, and adult education district. Criteria for districts were established and local units of government could petition to form or join a VTAE district. The initial 18 became 16 VTAE districts which are in operation today. From the 1960s to the early 1980s enrollments grew and programming expanded greatly. Eugene I. Lehrmann became state director in 1971 and was succeeded in 1979 by Robert P. Sorenson. Dwight A. York became the current director in 1989.

GOVERNANCE

The Wisconsin Board of Vocational, Technical, and Adult Education, as a governing body for the VTAE system, consists of 12 non-salaried members appointed by the governor for six-year, staggered terms. Wisconsin Act 29 of 1985 changed the categories of representation to one employer, one employee, one farmer, and six at-large members, plus the three ex-officio members: the secretary of the Department of Industry, Labor, and Human Relations; the president of the University of Wisconsin Board of Regents; and the state superintendent of public instruction.

The board members elect a president, vice president, and a secretary. It meets nine times

per year. Wisconsin was the first state in the United States to have a separate board for vocational-technical education. About six other states have followed this example.

Wisconsin's vocational, technical, and adult education districts are governed by local district boards. Local boards were an integral part of the 1911 legislation to ensure that vocational education would be guided by lay people knowledgeable about the world of work. The boards are appointed by existing governing bodies to ensure equal representation of management and labor. Composition of local boards includes two employers, two employees, three members at-large, a local school administrator, and one elected official. All members have staggered three-year terms. No chairperson is allowed to serve more than two successive full annual terms.

The state board staff is headed by the state director, who is the appointed executive officer serving at the pleasure of the board. The director is responsible for all administrative and supervisory matters, including the development, implementation, and evaluation of all program plans. The state board staff carries out the board's policies and assures conformity to state and federal laws.

Major state board staff responsibilities are divided between two divisions. The Division of Finance, Planning, and Policy is responsible for budget preparation, research, and long-range planning, and the provision of support staff services such as data processing, personnel, and labor market analysis. The Division of Program and Economic Development is responsible for occupational education programs and for educational programs and services for people with special needs. It performs professional development and curriculum services. It monitors district program activities for accountability and program improvement and coordinates system offerings with other educational systems.

The board is advised on vocational education by the Wisconsin Council for Vocational Education which evaluates and reports on the system's educational programs and assists the board in developing the long-range and annual plans.

FISCAL

Local VTAE districts receive funds from four major sources: property taxes; state aid; federal funds; and student fees. The total operational costs for all 16 VTAE districts for 1990-91 will be approximately $411 million.

By Wisconsin law, a VTAE district can levy up to 1.5 mills for operation or $1.50 for every $1,000 of equalized valuation of all real property in the VTAE district.

State aid covers about 30 percent of district aidable costs. The state does not aid avocational courses but does aid debt service. The state aid formula is based on each district's proportion of the total statewide aidable cost modified by an equalization factor that considers a district's property value and full-time equivalent students served.

Federal funds are received for three main purposes: student financial aid, stimulating new program development, and the operation of activities to meet the needs of special groups. Federal funds for vocational education, except for student financial aid, are available through the Carl D. Perkins Vocational Education Act, the Adult Education Act, and the Job Training Partnership Act (JTPA).

Originally, vocational school courses were free of charge, as are high schools. In 1975 student tuition was charged for the first time. There are still no fees for students enrolled in adult high school, adult basic education, or English as a Second Language. Those 62 or older are exempt from vocational-adult program fees. Uniform program fees are set by the State Board of Vocational, Technical, and Adult Education, except those for personal enrichment courses, which are set locally.

PROGRAMS

The VTAE system has an extensive array of directives, guidelines, and procedures for program development, implementation, maintenance, and supervision. Specific program criteria and standards have been developed to delineate the requirements for general education, technical and related technical courses, laboratory and shop courses, and the assignment of credits for diploma, associate degree, and continuing education courses.

The program development process includes two stages:

Program Investigation This stage is initiated by a request from a VTAE district to WBVTAE staff identifying an occupation needing entry-level workers who could meet job requirements through a vocational-technical education program. In the next step, the Needs Assessment Plan, the VTAE district obtains information from other districts currently approved to offer the same or similar programs. After review of the Needs Assessment Plan, approval/disapproval is granted the district for the submission of the program investigation proposal. The purpose of the proposal is to require the district seeking approval to establish the need for the proposed program in the district, area, or state by gathering, analyzing, and submitting to the board the information essential for programmatic decision making.

Program Implementation The main thrust of the program implementation program is to establish the curriculum, verify the allocation of resources, and finalize the program evaluation procedures for the proposed program. At this level VTAE district staff and WBVTAE staff finalize coordination of efforts to ensure that the proposal meets all educational, financial, administrative rule, and other policy guidelines that are applicable.

Note: State board approval is required before implementation of all associate degree programs and vocational diploma programs of one or two years in length. State board ratification of the state director's approval is required of diploma programs of less than one year in length, apprenticeship programs, and JTPA programs.

Programs include: (1) two-year associate degree programs designed to train students in technical occupations such as data processing, marketing, electronics, and nursing-technical; (2) vocational diploma programs, which are courses of study lasting up to two years that provide specific skills and knowledge for such occupations as production agriculture, dental assistant, and auto mechanic; and (3) adult-vocational programs, which include short-term vocational and technical courses that prepare persons for new jobs, update their present skills, or retrain them for more salable positions.

General education courses are also an integral part of vocational and technical programs, and they address adult basic education skills, general education development (GED), adult high school, and programs for the hearing- and visually impaired. The VTAE system also provides training for apprentices and cooperates with other agencies in providing training such as under JTPA.

The VTAE system offers about 153 different types of associate degrees in 345 individual programs throughout the state. Nearly 130 different types of one- and two-year diploma programs and 64 short-term vocational programs are provided at numerous locations around the state.

Occupational Program criteria are as follows:

1. Associate degree(s) in applied sciences or applied arts (64 to 72 semester credits)

a. Occupational-specific courses directly related to the occupation (minimum 32 credits)
b. Occupational supportive courses, which provide a foundation for the occupational content such as math, science (minimum 11 credits)
c. General education courses (minimum 15 credits)
d. Elective course requirements (minimum 6 credits)

2. Vocational diploma programs (short term, one- and two-year) (2 to 70 vocational credits)

   a. Occupational-specific course requirements (70 percent to 100 percent of total program credits)
   b. Occupational supportive/general education (maximum 30 percent of total program credits)

3. Certificates—may be awarded at the option of local districts for participation and/or attendance at VTAE adult/continuing education courses, seminars, etc.

The College Transfer Program is a two-year liberal arts program leading to an associate of arts degree. It includes college-level courses paralleling the freshmen and sophomore years for students planning to transfer to a four-year college or university.

Programs and services are evaluated on a regular basis in accordance with a cooperatively developed evaluation model. The model involves three phases: monitoring and screening, on-site reviews, and impact appraisals. Each VTAE district is required to have a plan for evaluating its programs. District and state staff monitor program enrollments, graduation rates, and follow-up job placement. Ineffective programs are investigated. These investigations may result in on-site reviews and recommendations for program modification or discontinuance.

All VTAE districts are accredited by the North Central Association of Colleges and Schools. In addition over 70 program and courses are evaluated and/or accredited by external boards, agencies, or associations.

ENROLLMENTS

Students are counted by programs and courses. Enrollment data are generally computed and analyzed in terms of headcounts and full-time equivalents. The data may be further broken out by aid codes, instructional area, age, sex, county of residence, ethnic origin, and other categories. Many students enroll in more than one program and more than one course, which creates duplicate enrollments in some categories. Consequently, unduplicated enrollments are calculated as necessary.

Table 1
Enrollments: Headcount & FTE by Aid Category
(State Totals)

Fiscal Year Type of Enrollment	College Parrallel	Associate Degree	Vocational Diploma	Vocational Adult	Community Services	State Totals
1980-81						
Headcount	2,134	63,725	66,937	246, 776	129,040	458,345
FTE	335	28,119	19,121	6,979	2,991	57,546
1989-90						
Headcount	9,532	87,731	75,044	263,250	55,869	447,819
FTE	3,405	31,614	16,463	7,826	976	60,286

Table 2
Enrollments: Headcount & FTE by Academic Division
(State Totals)

Fiscal Year Type of Enrollment	Agriculture	Office/ Distrib.	Graphics	Home Ec.	Industrial	Soc./Health	Technical/TV	Gen. Ed.	Total*
1980-81									
Headcount	12,183	86,532	12,206	118,988	71,344	81,269	8,892	131,451	458,345
FTE	1,558	17,253	1,555	3,477	9,946	9,289	4,651	9,816	57,546
1989-90									
Headcount	9,524	117,166	6,150	61,774	51,448	118,051	16,512	129,807	447,819
FTE	1,294	18,052	1,240	2,495	6,666	10,795	4,925	14,828	60,286

*Unduplicated

FOR ADDITIONAL INFORMATION CALL OR WRITE

State Director and Executive Officer
Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place
P.O. Box 7874
Madison, Wisconsin 53707
TELEPHONE: (608) 266-1770
FAX: (608) 266-1690

WYOMING

by
JAMES R. RANDOLPH
Executive Director, Wyoming Community College Commission

Revised by
WYOMING COMMUNITY COLLEGE COMMISSION

SUMMARY

The Wyoming Community College Commission is a state agency with broad coordinating responsibilities and limited governance over the state's seven community colleges. Local community college boards (elected) have institutional policy making and fiscal responsibilities within the laws of the state and rules of the commission.

Mission Statement

"It is the mission of the commission to coordinate and maintain a quality community college system in the state of Wyoming which contributes to the state's economic and societal goals;

Furthermore, it is the mission of the commission to ensure that the community colleges operate in an efficient and effective manner and are accountable to the taxpayers of the state; and

Furthermore, it is the mission of the commission to ensure that students enrolled in a community college obtain the best education the resources of the state can provide."

Goals of the System

"Quality/Access/Efficiency/Accountability"

HISTORY

The legislature enacted legislation in 1945 that permitted the organization of public two-year institutions. The first community college district was formed in Casper in the same year as Casper College. Colleges were established at Powell (now Northwest Community College) in 1946, Sheridan (now Sheridan College) in 1948, and Torrington University of Wyoming. By 1956, the electorate of each of these three districts had voted to establish independent community college districts. Western Wyoming College was organized in 1959 at Rock Springs, followed by Central Wyoming College at Riverton in 1966 and Laramie County Community College at Cheyenne in 1968.

The commission has been in existence since 1961 and has undergone numerous changes in mission, function, and scope of responsibility, including the most recent change, which occurred in 1991 and gave additional oversight to the commission.

GOVERNANCE

The commission is a state-level board authorized by the legislature to include seven

members appointed by the governor and confirmed by the senate. The appointments come from the state's appointment districts. Restrictions include no more than four commissioners from the same political party and no more than three commissioners from a community college district. Commissioners serve four-year terms. The governor and the superintendent of public instruction serve as nonvoting ex-officio members.

The commission must, by law, meet at least quarterly. Typically, however, the commission meets six times per year. The commission elects its own officers, which include a chair and vice-chair.

The legislature has specified some 20 duties for the commission, the most significant of which includes approval of new community college districts, evaluation of existing districts, approval of new degree programs, systematic review of all programs, distribution of state aid, state aid request for colleges, and setting of tuition for all colleges.

FISCAL

Wyoming operates on a biennium budgeting system. For the current biennium (FY '91 and FY'92) the budgeted sources of funding are as follows:

TOTAL BUDGET - 7 COLLEGES	$122,033,907	100%
State Support	85,390,864	70%
Local (4 Mill Tax)	19,859,833	16%
Institution (Tuition, etc.)	16,783,210	14%

Biennium budgets are developed on an incremental basis. That is, the previous fiscal year's operation budget is indexed with standardized inflationary factors to create a new two-year "base" budget. Colleges may request additional programs to enhance their operation. These requests are reviewed by the commission and governor and passed along to the legislature, with recommendations, for final action. Currently no formula is used.

Tuition has been established for the 1991-92 year for all seven colleges as follows:

Residents:	
Full-time (11 hours or more)	$278/semester
Part-time (less than 12 hours)	$ 24/credit hour.
Nonresidents:	
Full-time (ll hours or more)	$556/semester
Part-time (less than 12 hours)	$ 48/credit hour.

Fees are established by local boards and vary from college to college.

PROGRAMS

Degree and certificate programs are approved under commission guidelines, which include local evaluation, local board approval, and state-level approval tied to the biennium budget request. There is an emergency approval process that can approve a new program, on a temporary basis, within one week's time.

Nondegree instructional activities, such as adult education courses, high school equiva-

lency, JTPA courses, industry-related courses, etc., can be offered by a college without review or approval by the commission.

There are no state-level degree requirements; however, the commission is responsible for periodic evaluations of all districts, including a program component.

ENROLLMENT

The commission reports enrollment by credit headcount, credit full-time equivalence, and noncredit headcount. Full-time equivalence, calculated as 12 credit hours, equals one full-time equivalent student. Credit classes are those classes offered to meet degree or certificate requirements (required or elective) plus developmental classes, but not adult basic education or general education development classes.

Enrollment at each of the seven colleges has increased over the past 10 years. At some of the smaller colleges the enrollment has more than doubled. For the spring semester 1991, credit student headcount enrollment for all systems was 10,411. The number of full-time equivalent students enrolled was 12,934. Noncredit student enrollment reached nearly 14,000 for the semester.

FOR ADDITIONAL INFORMATION CALL OR WRITE

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SOURCES OF INFORMATION

Sources for the 1989 Edition

In addition to the chapters that were prepared by the chapter authors listed in the table of contents, descriptions of other responding states were compiled for the 1989 edition by Tollefson and Fountain from information provided by the following individuals:

Arizona	Wayne McGrath
Connecticut	James J. Long
Florida	Clark Maxwell, Jr.
Georgia	Haskin Pounds
Idaho (Community Colleges)	Gerald R. Meyerhoeffer
Indiana	Clyde Ingle
Kentucky	Charles T. Wethington, Jr.
Louisiana	Larry Tremblay
Maryland	James D. Tschechtelin
Oregon	Starla Jewell-Kelly
Tennessee	William C. Aiken

Descriptions for the nonresponding states (Alaska, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, and Utah) were compiled for the 1989 edition by Terrence A. Tollefson and Ben E. Fountain from the following sources:

The Chronicle of Higher Education. (1988, September 1). *The Chronicle of Higher Education Almanac*. Washington, DC.

Palmer, Jim. (Ed.). (1988). *AACJC Guide to Community, Technical, and Junior Colleges-1988*. American Association of Community Colleges. Washington, DC.

Savage, Daniel D. (Ed.). (1987). *Community, Technical, and Junior College Statistical Yearbook*, American Association of Community Colleges. Washington, DC.

Sources for the 1992 Edition

In addition to the chapters that were prepared by the chapter authors listed in the table of contents, descriptions for the 1992 edition for other responding states were compiled by Tollefson and Fountain from information provided by:

Florida	Clark Maxwell, Jr.
Georgia	Haskin Pounds
Idaho (Community Colleges)	Gerald R. Meyerhoeffer
South Dakota	Michel Hillman

Other sources of information are included in the references at the end of each chapter.

ABOUT THE AUTHORS

Terrence A. Tollefson is associate professor in the Department of Adult and Community College Education, North Carolina State University, and editor of the *Community College Review*. He earned a B.A. and Ph.D. from the Univesity of Michigan and an M.B.A. from Michigan State University. A former state director of community colleges in New Jersey and Colorado, he has served on the Board of Directors of the National Council of State Directors of Community/Junior Colleges. He is president-elect of the National Council of Universities and Colleges.

Ben E. Fountain is a retired faculty member in the Department of Adult and Community College Eudcation, North Carolina State University. He received his B.A., M.A., and Ph.D. from the University of North Carolina at Chapel Hill. He has served as president of two community colleges in North Carolina as well as state president of the North Carolina Community College System. He is a former member of the Board of Directors of the National Council of State Directors of Community/Junior Colleges.

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